



WORKBOOK and USER GUIDE

for

**the New, Improved Online
Business Plan Development Tool**

August 2003

**For Questions or Technical Assistance
Contact the Neighborhood Networks Information Center
at 1-888-312-2743**



HUD's Neighborhood Networks



About HUD's Neighborhood Networks

Neighborhood Networks establishes community learning centers that improve computer access, advance literacy, and create employment opportunities for adults, children, and seniors living in HUD insured and assisted housing. Created by HUD in 1995, Neighborhood Networks was one of the first federal initiatives to promote self-sufficiency and help provide computer access to low-income housing communities.

Today, in urban centers and rural towns across America, hundreds of Neighborhood Networks centers are putting the power of technology in the hands of people. Thousands of adults, children, and seniors have landed jobs, increased their incomes, gone to college, improved their grades, moved from welfare to work, and bought homes after completing training at Neighborhood Networks centers across America. No two Neighborhood Networks centers are alike. With support from innovative public-private partnerships, Neighborhood Networks centers sponsor a range of services and programs. Nearly all centers offer job training and educational opportunities, and many also provide programs that include access to healthcare information and microenterprise development. Want to learn more? We invite you to further explore Neighborhood Networks at www.NeighborhoodNetworks.org or call the Neighborhood Networks Information Center toll free at (888) 312-2743.

How To Use The START Workbook and User Guide

The START Workbook and User Guide consists of three basic parts: Part I, Workbook; Part II, Center User Guide; and Part III, HUD Coordinator and HUD Staff User Guide. This publication is designed to assist center users and HUD staff in using the newly enhanced START.

Part I: Workbook

The START Workbook is designed to help gather the information that center users will input into START online. Like START, this workbook is divided in sections.

Part II: Center User Guide

The START Center User Guide is designed to help center users navigate START online. This user guide is laid out in sections that highlight specific features of START through the use of START screenshots.

About START

The Strategic Tracking and Reporting Tool (START) was designed to assist Neighborhood Networks centers in developing an online business plan that defines and refines their mission. The tool was first introduced in 2001 and has recently undergone several major enhancements. The **new and improved START** makes creating and updating your business plan easier than ever before.

With START, you can track and evaluate every facet of center development.

- ❑ Develop a budget for your center.
- ❑ Plan operations for your center.
- ❑ Track and assess program and organizational performance.
- ❑ Identify local and national partnerships.

Here is a snapshot of several new START features.

Forgot your password? Get a computer-generated reply with your secure password instantly. Centers can also create additional accounts and user names. START remembers each section that you have completed and allows you to start where you left off to reduce repetition.

And there's more. With START, Neighborhood Networks centers can update and change their online business plan continuously. In addition, a new START assessment feature allows centers to evaluate their performance over the course of a complete fiscal year.

Advantages for HUD Neighborhood Networks Coordinators

The new START includes several enhancements that help HUD Neighborhood Networks coordinators with business plan management and tracking. START now allows coordinators to comment on and approve business plans online. The new START also creates a variety of reports for Neighborhood Networks coordinators. Get instant information on centers nationwide, by state, region, HUD field office, or fiscal year. Find what you are looking for quickly and as often as necessary.

START also improves communication between HUD coordinators and Neighborhood Networks centers. Automatic e-mail notification lets coordinators know when business plans have been submitted. It also lets centers know whether the coordinator has approved their plan or whether additional action is needed.

This workbook will assist you in learning how to use the **new and improved START** to create your Neighborhood Networks center's blueprint for success.

Work Smart. Use START.

PART I

Workbook

TABLE OF CONTENTS

Welcome to the START Workbook. The START Workbook is designed to help gather the information that you will input into START online. Like START, this workbook is designed in sections. Watch for user tips on inputting your information into START.

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Have any questions about START or the START Workbook? Please call the Neighborhood Networks Information Center toll free at (888) 312-2743 and press “1” to speak with a technical assistance specialist, or go to the Neighborhood Networks Web site at <http://www.NeighborhoodNetworks.org>.

Welcome to START!

This process can be completed in four phases:

Phase 1: Data Collection	Phase 2: Inputting Data Into START
<p>The START Workbook is available to help you collect data that you will need to complete START. The data you collect in the START Workbook will help you make decisions about your center and build your business plan in START.</p> <p>This information includes:</p> <ul style="list-style-type: none"><input type="checkbox"/> Your mission statement<input type="checkbox"/> Benefits to stakeholders and the community<input type="checkbox"/> A community assessment<input type="checkbox"/> A resident assessment<input type="checkbox"/> Potential partners<input type="checkbox"/> Annual program outcomes<input type="checkbox"/> And much more...	<p>Once data collection is complete, you will input the data into START. You will be asked to answer additional questions that will help you make decisions about your center. The START sections include:</p> <ul style="list-style-type: none"><input type="checkbox"/> Program Planning<input type="checkbox"/> Marketing and Outreach<input type="checkbox"/> Organization and Management<input type="checkbox"/> Planning for Center Operations<input type="checkbox"/> Budgeting and Fundraising<input type="checkbox"/> Business Plan Reports<input type="checkbox"/> Assessment and Evaluation <p>In several sections, you will be asked to input <u>goals</u>, <u>activities</u>, and <u>outcomes</u> for that section.</p>
Phase 3: CreateYour Business Plan	Phase 4: Ongoing Updates and Maintenance
<p>Once the data for your center is entered in START, you can generate a Business Plan that can be submitted to HUD.</p>	<p>START's usefulness as a tool does not end once you submit your business plan. If used properly, it will help you track your center's changes and accomplishments over time. You should return to START frequently to update items such as:</p> <ul style="list-style-type: none"><input type="checkbox"/> Your funding and partnership information<input type="checkbox"/> Your progress toward your goals, activities, and outcomes<input type="checkbox"/> Changes in center staffing and staff responsibilities

Don't START Yet!

Before you begin, take some time to think about the center you hope to create. Write your thoughts under each question; they will be helpful throughout the START process.

- ☐ Who are the stakeholders (residents, owners, community, etc.)?
- ☐ Who will the center serve (residents, community members, neighborhood children, etc.)?
- ☐ What are the demographics of the people served by the center?
- ☐ Where will the center be located?
- ☐ When will the center do its work? What is the timeframe for startup? What hours will the center be open?
- ☐ What is the purpose of the center?
- ☐ How will the center be successful?
- ☐ Is the center unique? If so, how?
- ☐ What are the benefits to the users (residents, community, owners, etc.)?

Section 1: Starting the START Process

Section Overview

Before the planning process for the Neighborhood Networks center is started, the needs and desires of center users should be identified. This section will help you:

- ❑ Create a mission statement for the center.
- ❑ Determine benefits for stakeholders.
- ❑ Determine community assets and resources.
- ❑ Determine staffing resources.
- ❑ Identify the center's users.
- ❑ Identify the interests and needs of the center's users.

Your Mission Statement

A mission statement tells the world what an organization does, who it serves, and why it exists.

Example: To increase job opportunities for the residents of the Evergreen Terrace community by providing reliable access to computer technology and training.

Action: Draft a proposed mission statement for the center. As you work through the START process, feel free to modify it.

Benefits to Stakeholders

Stakeholders are the people and organizations that will be affected by a center. Residents have a stake in the success of a center because they benefit from the services you provide. The community might have a stake in the center because you improve the employment skills of the residents.

Look back at page 11. Who did you identify as stakeholders in your center?

Action: What are the benefits the center brings to these stakeholders?

- ☐ **The owner, manager, and property staff**

- ☐ **The residents**

- ☐ **The community and employers**

- ☐ **Other key stakeholders**

Identify Community Resources

As you begin to think about programs for the center, it is essential to collect data that addresses:

- ☐ Community assets
- ☐ Community resources

Community Assets

Often, the most overlooked partners are in our back yard. If possible, draw a circle on a map around the neighborhood where the center is located. Within that circle are businesses, organizations, schools, and other potential stakeholders. Use the table below to list those entities and then brainstorm about what they might have to offer the center.

Think about institutions and resources in the following categories:

Institutions	Resources
<ul style="list-style-type: none"><input type="checkbox"/> Schools<input type="checkbox"/> Colleges<input type="checkbox"/> Libraries<input type="checkbox"/> Local businesses and corporations<input type="checkbox"/> Government agencies<input type="checkbox"/> Religious institutions<input type="checkbox"/> Community-based organizations<input type="checkbox"/> Television stations<input type="checkbox"/> Police<input type="checkbox"/> Hospitals<input type="checkbox"/> Public housing authorities<input type="checkbox"/> Property owners/managers<input type="checkbox"/> Nonprofit organizations<input type="checkbox"/> National Neighborhood Networks partners<input type="checkbox"/> Others	<ul style="list-style-type: none"><input type="checkbox"/> Experts<input type="checkbox"/> Programs<input type="checkbox"/> Space and facilities<input type="checkbox"/> Equipment<input type="checkbox"/> Job opportunities<input type="checkbox"/> Funding sources<input type="checkbox"/> Others

Identify Community Resources

Action: Brainstorm! List all community institutions and resources that are potential partners in the chart below. This list will help you to identify a broad range of potential partners, and later, in section 3 of this workbook, you will make more specific selections.

Name of Institution	Type	Potential Resources
Example: Acker Elementary	School	Programs, experts, space

User Tip: When using the online tool to input community resource information, you must be sure to “click” the [Click to Add an Institution](#) link at the bottom of the **Identify Community Resources** screen. Subsequently, the screen below will pop up and you will be asked to input the appropriate information. You must save your information each time a new institution is added; you may, however, revise this information once it has been saved by clicking on the corresponding institution link, modifying it, and resaving it.

Community Asset

[Save](#) [Close](#)

Name of an Institution in Your Community

Type of Institution

Resource

Staffing Resources

Now that community assets have been identified, it is time to consider staffing needs.

When thinking about staffing, consider:

- ☐ How many staff members will the center need?
- ☐ Will the center need administrative and computer support staff, and a center director?
- ☐ Will the center draw volunteers from agencies, schools, or the community?

Action: Use the chart below to list all employees and volunteers who will be involved in the center. If you are an existing center, enter the current staff. If you are a new center, enter the staff you will need to open and operate in the first year.

Staff Name*	Staff Title	Paid or Volunteer?

*If you do not have names for staff members, input temporary names (such as manager1 and manager2) as placeholders.

User Tip: When using the online tool to input community resource information, you must be sure to “click” the [Click to Add a Staff Member](#) link at the bottom of the **Staffing Resources** page. Subsequently, the screen below will pop up and you will be asked to input the appropriate information. You must save your information each time a staffer is added; you may, however, revise this information once it has been saved by clicking on the corresponding staffer link, modifying it, and resaving it.

[Save Close](#)

Title
(select from list)

Staff Name

Paid or Volunteer?
(select from list)

☐ Paid ☐ Volunteer

Who Are You Going to Serve?

The Neighborhood Networks center will serve one or both of the following groups:

- ☐ The residents of the HUD property
- ☐ The extended community

To identify center users, information should be gathered on who is in the resident community and the extended community. This section will help the center determine the demographic makeup of the property and the center.

Property Demographics

Action: Answer the following questions to assess the demographic makeup of the property. Fill in the numbers for each category.

Property Demographics	Totals
Total number of residents	
Total number of units	
Total number of households	
Number of Section 8 units	

Resident Overview	Total Number of Residents
Children 0–6 years old	
Children 7–13 years old	
Youth 14–17 years old	
Young adults 18–20 years old	
Adults 21–61 years old	
Seniors 62 years and older	
Race	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Other Pacific Islander	
White	
Two or more races	
Some other race	
Ethnicity	
Hispanic or Latino	
Not Hispanic or Latino	
Gender	
Female	
Male	

Property Demographics

Resident Characteristics	Total Number of Residents
English as a second language (ESL) needs	
Single-parent household	
Female head of household	
Male head of household	
Residents with disabilities	
Physical	
Mental	
Other	
Education level	
Some high school	
High school graduate or GED	
Some college	
Two-year degree	
Four-year degree	
Graduate degree	
Other	
Computer literacy levels	
Minimal	
Average	
Above average	
Employment status	
Employed full time	
Employed part time	
Self-employed	
Unemployed	
Public assistance recipient	
Other	

Center Demographics

If the goal of the center is to serve the extended community as well, then the demographics will be different.

Action: Answer the following questions to assess the demographic makeup of the entire center. Fill in the numbers for each category.

Total number of users (or proposed users) at the center: _____

As of (insert date): _____

User Overview	Total Number of Users
Children 0–6 years old	
Children 7–13 years old	
Youth 14–17 years old	
Young adults 18–20 years old	
Adults 21–61 years old	
Seniors 62 years and older	
Race	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Other Pacific Islander	
White	
Two or more races	
Some other race	
Ethnicity	
Hispanic or Latino	
Not Hispanic or Latino	
Gender	
Female	
Male	

Center Demographics

User Characteristics	Total Number of Users
English as a second language (ESL) needs	
Single-parent household	
Female head of household	
Male head of household	
Users with disabilities	
Physical	
Mental	
Other	
Education level	
Some high school	
High school graduate or GED	
Some college	
Two-year degree	
Four-year degree	
Graduate degree	
Other	
Computer literacy levels	
Minimal	
Average	
Above average	
Employment status	
Employed full time	
Employed part time	
Self-employed	
Unemployed	
Public assistance recipient	
Other	

Identify Residents' Interests

The final step in this section is to collect data on the interests and needs of the population the center hopes to serve. This is critical before moving forward to Section 2: Program Planning.

A center's success depends on how well it meets the interests and needs of residents and others who use the center.

Action: Distribute the form on the next page to the potential users of the center. At a minimum, this should include all the residents of the property.

START will help tally the results of this survey and help center operators create appropriate programs.

Resident Survey

The Neighborhood Networks center's goals are to provide programs that serve residents. This survey will help center operators to better understand the interests and needs of residents. Please indicate interest by checking the box next to the topic. Thank you.

Job skills training/employment	
Job readiness training	
Job retention services	
Job posting, search, or placement services	
Introduction to/familiarization with computers	
Internet access and access to local services	
Economic development (microenterprises, small business development)	
Telecommuting and remote job access training	
Children's education programs (ages 0–12 years)	
Youth education programs (ages 13–17 years)	
Adult basic education/literacy	
English as a second language (ESL) programs	
GED/high school equivalency certificate programs	
Adult continuing education programs	
Family education programs	
Children's activities (ages 0–12 years)	
Youth activities (ages 13–17 years)	
Adult activities (ages 18–64 years)	
Senior services (ages 65+ years)	
Childcare	
Healthcare	
Personal financial management counseling	
Other	

Section 2: Program Planning

Section Overview

Now that the vital data collection process is complete, program planning begins. Data collected in section 1 will be helpful in completing the rest of this workbook. This section will help you:

- ❑ Select programs to be offered.
- ❑ Develop targets for standard annual outcomes that can be measured and evaluated.
- ❑ Develop customized goals, activities, and outcomes.
- ❑ Develop a program calendar.

Program Planning

Using START and information from the Resident Survey (see section 1, pages 22 and 23) will help center operators gather the information necessary to create appropriate programs.

START will:

STEP 1: Ask you to survey residents

STEP 2: Tally the results of those surveys

STEP 3: Recommend programming based on the results of the survey

START's results are recommendations. The process is designed to align center programming as closely as possible with the interests and needs of the center users.

Annual Program Objectives

Once program offerings have been selected and implemented, standard outcomes should be reviewed. The purpose of reviewing these outcomes is to:

1. Set high-level goals that all Neighborhood Networks centers can work toward.
2. Create measurable outcomes.

In the next section, additional customized outcomes can be added.

Action: Complete the chart below for each year there are outcomes. Some of these outcomes will relate to the ongoing work a center is doing. **Enter data only for outcomes that relate to the center's established programs.**

Enter the calendar year for the center's annual goal.

Year: _____

How many people will the center serve during this year?

Adults: _____

Children: _____

Please indicate the target number for each goal for the year. Progress toward each goal can be tracked in the evaluation section. Data can be entered monthly.

Job Skills Training/Employment

- _____ Individuals will participate in a job skills program (job skills).
- _____ Individuals will participate in a job readiness program (job readiness).
- _____ Individuals will participate in a job retention program (job retention).
- _____ Individuals will be assisted by a job placement program (job placement)
- _____ Individuals will obtain jobs (obtain jobs).
- _____ Individuals will retain jobs for 3–12 months (retain jobs: 3–12 months).
- _____ Individuals will retain jobs for longer than 12 months (retain jobs: 12 months or more).

Introduction to Computers

- _____ Seniors will be provided with basic computer skills training opportunities (computer basics: seniors).
- _____ Adults will be introduced to basic computer skills such as keyboarding and Internet access (computer basics: adults).
- _____ Youth will be introduced to basic computer skills such as keyboarding and Internet access (computer basics: youth).
- _____ Youth will participate in a structured computer skills program (structured skills: youth).

Internet Access and Access to Local Services

_____ Individuals will have the ability to access the Internet through the Neighborhood Networks center (number of Internet users).

Economic Development (Microenterprise, Small Businesses, Telecommuting)

_____ Individuals will be provided with the opportunity to telecommute from the Neighborhood Networks center (telecommuters).

_____ Individuals will be provided with the opportunity to develop a small business or microenterprise (small business users).

_____ Seniors will be provided with small business development opportunities (senior business development).

____ Youth will be provided with the opportunity to develop job skills or a youth-based business (job skills: youth).

Healthcare

_____Seniors will be provided with onsite health-related resources (healthcare: senior).

_____Adults will be provided with improved access to health-related education and resources (healthcare: adult).

_____ Children and youth will be provided with improved access to health-care resources and services (healthcare: youth)

Basic Adult Education, Literacy, ESL, GED

_____ Individuals will participate in a GED preparation class (GED preparation).

_____ Individuals will receive their GED as a result of participation in Neighborhood Networks center programs (GED recipients).

_____ Individuals will participate in English as a second language (ESL) classes (ESL classes).

_____ Individuals will participate in a literacy program (literacy program).

_____ Individuals will participate in an adult basic education program (adult basic education).

After-School Program

_____ Youth will participate in a structured after-school program (youth after school).

Childcare

_____ Children will participate in an onsite childcare program (onsite childcare).

Individuals will receive childcare when participating in a Neighborhood Networks center class/program (participant childcare).

_____ Children will receive subsidized childcare onsite or in the community (subsidized childcare).

Other Objectives (Specify Below)

--

Goals, Activities, and Outcomes

Throughout START, there are opportunities to create goals, activities, and outcomes that are unique to a center. In each of the following sections there are opportunities to enter goals, activities, and outcomes:

- ❑ **Section 2:** Program Planning
- ❑ **Section 3:** Marketing and Outreach
- ❑ **Section 4:** Organization and Management
- ❑ **Section 6:** Budgeting and Fundraising

Explanation of Terms

Goals set a clear direction for action and set program priorities. Goals answer the question: What does the center want to achieve?

Activities are specific tasks required to meet the goals. Activities answer the question: What does the center need to do to achieve the goal?

Outcomes are the results of activities. Outcomes can be measurable results or positive differences that can be made in the lives of people and community.

Measurable results are anything that can be counted, such as:

- ❑ people (class participants, GED graduates, residents who interview for jobs, residents who gain employment)
- ❑ activities (course offerings, regular meetings) or materials (brochures, manuals, curriculum)

Other outcomes are the positive differences that can be made in the lives of people and in the community—educating people, bringing families together, improving the community, or changing behavior. Outcomes are the effects the center's services have on clients, program participants, funders, the community, and partners.

Examples of goals, activities, and outcomes will be provided in each section.

Goals, Activities, and Outcomes Program Planning

In this section, program goals, activities, and outcomes will be established.

Take a look at the goals and think about how you will evaluate whether you have attained them. Try to set goals that can be measured.

Example of a program goal:

- ❑ Increase the residents' ability to gain employment and become more self-reliant.

Examples of activities:

- ❑ Offer programs that build on resident's skills (assets) and respond to employment opportunities.
- ❑ Offer career placement and ongoing support during the early months of employment.

Example of an outcome:

- ❑ Fifty percent of participants will become employed within the first year of a center's operation; 30 percent of those who become employed will hold these jobs for one year.

Use the chart below to enter program goals, activities, and outcomes.

Goal 1: _____

Activities for Goal 1:	Start Date	End Date	Responsible Staff
1.			
2.			
3.			

Outcomes for Goal 1:
1.
2.
3.

Goals, Activities, and Outcomes Program Planning

Goal 2: _____

Activities for Goal 2:	Start Date	End Date	Responsible Staff
1.			
2.			
3.			

Outcomes for Goal 2:
1.
2.
3.

Goal 3: _____

Activities for Goal 3:	Start Date	End Date	Responsible Staff
1.			
2.			
3.			

Outcomes for Goal 3:
1.
2.
3.

Feel free to continue to add additional goals. Remember, each goal requires staff time to implement, so propose a reasonable number of goals.

User Tip: When using the online tool to input goals, activities, and outcomes information, you must be sure to “click” the [Click to Add Goal](#) link at the bottom of the **Goals, Activities, and Outcomes** pages found in the online START sections 2: Program Planning, 3: Marketing and Outreach, 4: Organization and Management, and 6: Budgeting and Fundraising. Subsequently, the screen below will pop up and you will be asked to input the appropriate information. You must save your information each time a new goal is added; you may, however, revise this information once it has been saved by clicking on the corresponding goal link, modifying it, and resaving it.

Goal

[Save](#) [Close](#)

Goal Name:

Apply to:

☐ Ongoing

☐ Year 1

☐ Year 2

☐ Year 3

[Add Activity](#)

[Add Outcome](#)


To add an activity just “click” the [Add Activity](#) link and the screen below will pop up and you will be asked to input the appropriate information. You must save this information before moving on. Once this information has been saved, return to the [Click to Add Goal](#) link once more and click the [Add Outcome](#) link to add an outcome if one is known. Input information and remember to save.

ACTIVITIES


[Save](#) [Close](#)

Activity Name:

Start Date



End Date



Responsible Staff Person?

Outcome

[Save](#) [Close](#)

Outcome Name:

Progress:

Program Calendar

The final step in program planning is to establish the times and dates for specific classes and programs. Remember, these programs/classes/events should relate to the program planning conducted earlier in this section, the goals of the center, and the anticipated outcomes.

The calendar feature in START allows for entering the dates the programs/classes/events will occur and printing them out. The following information is needed to complete the calendar:

Name of Program/Event/Class	Date and Time of First Occurrence	Is the program recurring? If yes:
		<input type="checkbox"/> Daily (for the next ____ days) <input type="checkbox"/> Weekly (for the next ____ weeks)
		<input type="checkbox"/> Daily (for the next ____ days) <input type="checkbox"/> Weekly (for the next ____ weeks)
		<input type="checkbox"/> Daily (for the next ____ days) <input type="checkbox"/> Weekly (for the next ____ weeks)
		<input type="checkbox"/> Daily (for the next ____ days) <input type="checkbox"/> Weekly (for the next ____ weeks)
		<input type="checkbox"/> Daily (for the next ____ days) <input type="checkbox"/> Weekly (for the next ____ weeks)
		<input type="checkbox"/> Daily (for the next ____ days) <input type="checkbox"/> Weekly (for the next ____ weeks)

Section 3: Marketing and Outreach

Section Overview

Now that program planning is complete, it is time to decide how to market the center, both internally (to potential users of the center) and externally (to potential partners). Data collected in section 1, as well as the programming decisions made in section 2, will be helpful in making these marketing decisions. This section will help you:

- ❑ Develop an internal marketing plan that targets potential users of the center.
- ❑ Develop an external marketing plan that targets potential partners and the larger community.
- ❑ Create a narrowed list of potential partners who can help meet programming needs (using the community asset inventory in section 1).
- ❑ Implement an action plan to reach those partners who can best help the center meet its goals.

Internal Marketing Plan

In this section, goals, activities, and outcomes for an internal marketing plan will be established.

To market a Neighborhood Networks center to potential users, examine goals, and evaluate whether they are achievable. Try to set goals that can be measured.

Example of an internal marketing goal:

- ☐ Promote the center to the residents as a great community resource that can help them achieve their personal goals.

Example of an internal marketing activity:

- ☐ Involve as many residents as possible in the design and delivery of programs and services to ensure maximum satisfaction.

Example of an internal marketing outcome:

- ☐ Ten percent of the residents will be involved in planning and/or delivering center programs.

Use the chart below to enter goals, activities, and outcomes for internal marketing.

Goal 1: _____

Activities for Goal 1:	Start Date	End Date	Responsible Staff
1.			
2.			
3.			

Outcomes for Goal 1:
1.
2.
3.

Internal Marketing Plan Goals, Activities, and Outcomes

Goal 2: _____

Activities for Goal 2:	Start Date	End Date	Responsible Staff
1.			
2.			
3.			

Outcomes for Goal 2:
1.
2.
3.

Goal 3: _____

Activities for Goal 3:	Start Date	End Date	Responsible Staff
1.			
2.			
3.			

Outcomes for Goal 3:
1.
2.
3.

Feel free to add additional goals. Remember, each goal requires staff time to implement, so propose a reasonable number of goals.

External Marketing Plan

In this section, goals, activities, and outcomes for an external marketing plan will be established.

Take a look at the goals and think about how they will eventually be evaluated. Try to set goals that can be measured.

Example of an external marketing goal:

- ❑ Identify corporate and other national partners who will support the center with volunteers, cash, and equipment donations ensuring maximum participation in the center's program.

Example of an external marketing activity:

- ❑ Build relationships with local police and fire departments, schools, banks, churches, temples, libraries, and local businesses.

Example of an external marketing outcome:

- ❑ The center will establish linkages with three social service organizations, two community-based organizations, and two faith-based organizations.

Use the chart below to enter goals, activities, and outcomes for the center's external marketing.

Goal 1: _____

Activities for Goal 1:	Start Date	End Date	Responsible Staff
1.			
2.			
3.			

Outcomes for Goal 1:
1.
2.
3.

External Marketing Goals, Activities, and Outcomes

Goal 2: _____

Activities for Goal 2:	Start Date	End Date	Responsible Staff
1.			
2.			
3.			

Outcomes for Goal 2:
1.
2.
3.

Goal 3: _____

Activities for Goal 3:	Start Date	End Date	Responsible Staff
1.			
2.			
3.			

Outcomes for Goal 3:
1.
2.
3.

Feel free to add additional goals. Remember, each goal requires staff time to implement, so propose a reasonable number of goals.

National Partnership Resource and Partnership Profile

Pause and review the National Neighborhood Networks partners section. START will help you to determine which potential partners you should pursue.

Partnership Profile Form

The first tool in this section is the Partnership Profile Form. This tool will store essential data about the potential partners identified in section 1 (see pages 15 and 16). For each partner, the following information is needed:

Name of Institution	Current (or proposed) Contact Name	Phone	Address	City, State and ZIP Code

REMEMBER: Enter contact information only for potential partners identified in section 1 (see pages 10 and 11).

Partnership Tracking Log

Once a partnership profile for a potential partner has been entered, information can be entered in the Partnership Tracking Log.

The log will be a useful way to track contacts and commitments. It is a good reminder to maintain communications with a potential partner.

Typical actions might be:

Step 1: Letter of Introduction sent

Step 2: Followup call made

Step 3: Initial meeting date set

Step 4: Followup call made

Step 5: Partnership established

Information you will need for this log includes:

Name of Partner	Action	Date Started	Date Completed	Responsible Staff

REMEMBER: Enter information only for potential partners identified in section 1 (pages 15 and 16) of this workbook and for whom contact information was entered in the Partnership Profile Form (see page 38).

User Tip: When using the online tool to input partnership profile information on the **Partnership Profile** page, you must be sure to “select” an appropriate partner from the drop-down box on the lower right-hand side of the screen. This list is compiled from the list of partners you previously input in section 1. After selecting the partner, the screen below will pop up and you can input the partner contact information. Remember to save the information when you are finished and continue to create partnership profiles as necessary. Any time you wish to revise the saved data, you can do so by clicking on the corresponding partnership profile link at the bottom of the Web page, modifying it, and resaving it.

Community Partner

[Save](#) [Close](#) [Delete](#)

Name of Proposed Partner

Type of Institution

Resource

Current or Proposed Contact Name (if none, leave blank)

Phone

Address

City

State

Zip Code

Experts

AK

Funding Commitments

In the final part of this section, resources and commitments from partners will be tracked. There will be reminders of these commitments in the budget section.

To complete this section, fill in the following information:

Partner Name	Resource or Funding	In-Kind Value	Funds Donated
		\$	\$
		\$	\$
		\$	\$
		\$	\$
		\$	\$
		\$	\$

Tip: If a partner contributed more than one type of resource or funding, enter a funding commitment for each (do that both here and in section 1 on pages 15 and 16). This enables you to track contributions by resources and funding types.

Section 4: Organization and Management

Section Overview

The governance structure of a center is the focus of this section. This information is important to funders who want to know the center's ability to manage funds and develop programs. This section will help you:

- ❑ Learn about management structure, including the roles of:
 - Residents
 - Advisory board/board of directors
 - Organizations designated as 501(c)(3).
- ❑ Develop a timeframe for establishing an accounting infrastructure.
- ❑ Develop a timeframe for creating personnel policies and procedures.
- ❑ Set goals, activities, and outcomes for the organization and management of the center.

Management Timeline

This section is designed to help a center plan some essential components of its organizational and management structure. This is critical in several areas. First and foremost, a center's organization and management affect its ability to attract funding. Factors including a sound accounting system and a 501(c)(3) designation will often determine if a funder is willing to commit resources. Second, organization and management influence the center's effectiveness.

The way a governance structure is established, and the role residents have in the decision making process, will determine how effectively the center serves the target population.

Action: Think about the responses to the questions below. Sketch in answers if you have them.

1. Do you have a residents committee?¹

- ☐ Yes
- ☐ No
- ☐ N/A*

If no, when do you plan to create one? _____ (date)

¹A residents committee is made up of people in the community who both live in the community and will participate in the center. Their role is important because their perspective ensures that the center meets the needs of the residents. The residents committee can propose ideas to the center director for review and consideration. The voting power of the residents committee will vary from center to center.

2. Do you have an advisory board or a board of directors?

- ☐ Yes
- ☐ No
- ☐ N/A*

If no, when will the board be established? _____ (date)

3. Does the organization have bylaws?²

- ☐ Yes
- ☐ No
- ☐ N/A*

If no, when will the bylaws be adopted? _____ (date)

²Bylaws are rules that govern the internal operations of a group or committee.

*Not all centers will consider each item applicable to their situation. N/A is designed to be used when a center does not plan to develop the item or does not feel it fits its situation.

4. If the center is designated as a 501(c)(3) organization, fundraising can be easier. Is the center designated as a 501(c)(3) organization?

- ☐ Yes
- ☐ No
- ☐ N/A*

If no, when do you plan to apply for this status? _____(date)

5. Is there an accounting system in place to track money received and money spent?

- ☐ Yes
- ☐ No
- ☐ N/A*

If no, when do you propose to have a system in place? _____(date)

6. Does the organization have personnel policies and procedures in effect, and does it:

Offer employee benefits?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A*	If no, target date: _____
Have a personnel manual?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A*	If no, target date: _____
Have a staff training plan?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A*	If no, target date: _____
Have a staff evaluation?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A*	If no, target date: _____

*Not all centers will consider all items applicable to their situation. N/A is designed to be used when a center does not plan to develop the item or does not feel it fits its situation.

Organizational Goals

In this section, goals, activities, and outcomes for organizational structure will be established.

Consider how the organizational structure of the center will contribute to its success. Take a look at the goals and think about how they will be evaluated. Try to set goals that can be measured.

Example of an organizational goal:

- ☐ Create an environment that continually evaluates residents' needs and interests and adjusts center programming accordingly.

Example of an organizational activity:

- ☐ Implement feedback activities, such as conducting focus groups and placing suggestion boxes throughout the center.

Example of an organizational outcome:

- ☐ Twenty residents will participate in the planning, operation, and management of the center.

Use the chart below to enter goals, activities, and outcomes for the center's organizational structure.

Goal 1: _____

Activities for Goal 1:	Start Date	End Date	Responsible Staff
1.			
2.			
3.			

Outcomes for Goal 1:
1.
2.
3.

Organizational Goals Goals, Activities, and Outcomes

Goal 2: _____

Activities for Goal 2:	Start Date	End Date	Responsible Staff
1.			
2.			
3.			

Outcomes for Goal 2:
1.
2.
3.

Goal 3: _____

Activities for Goal 3:	Start Date	End Date	Responsible Staff
1.			
2.			
3.			

Outcomes for Goal 3:
1.
2.
3.

Feel free to add additional goals. Remember, each goal requires staff time to implement, so propose a reasonable number of goals.

Management and Governance

It is important to have management and governance systems to support the center. For the center to be successful, there must be good planning.

Management Infrastructure. Describe the center's management team. More specifically: How is the center run? Who is responsible for which tasks? How are the responsibilities divided among supervisors? How do managers coordinate their efforts?

Governance Structure. What group or groups are involved in providing input and overseeing the center's activities (for example, board of directors, residents groups, an advisory committee, etc.)? The number of people involved depends on the needs of the center. Consider having people from diverse groups (residents, business, educators, and other professionals) provide advice.

Section 5: Planning for Center Operations

Section Overview

This section focuses on what is needed to open and run a center. This section:

- Answers questions about:
 - Space requirements
 - Equipment requirements
 - Security issues
 - Accessibility issues
- Provides sufficient information for the development of a center operations timeline.

Planning for Center Opening and Operations Some Questions to Consider

Computer equipment and office supplies:

- ❑ How much space for computer workstations is in the center?

- ❑ How many users is the center planning to attract?

- ❑ Where can the center receive in-kind donations of computer and office equipment?

Maintenance, retrofitting and security:

- ❑ What type of security does the center need? Security can include locks, locking cabinets, specific computer security, cameras, and in some cases, a security guard.

- ❑ What office supplies and storage are needed? (For example, file cabinets, paper, pens, etc.)

- ❑ Does the center need construction or maintenance to be operational?

Space Requirements

Describe the physical infrastructure and location of the center. (For example, Is the center located in community space? In an offline unit? Is retrofitting of space required?)

What is needed to make this space work? Is construction for renovating required? If so, enter the estimated start and end dates below.

Activity	Start Date	End Date
Construction or renovation		
Other		

A major component of a new center is computer equipment. Equipment can be purchased, leased, or donated.

1. How much space (in square feet) is there for computer workstations?

2. How many computers can the center support? Each computer needs approximately 20 square feet.

3. How many computers are needed for the program?

4. How many computers are available?

5. What is the minimum number of computers required for startup?

When you determine how much money is needed, consider how many residents are expected to be served and how many users the center hopes to serve. Also consider the peak use of the center. If there will be up to 30 residents in the center at one time, enough equipment must be available.

[illegible]

Equipping Your Center

Based on the previous information, consider the following activities and the dates they might be accomplished:

Activity	Start Date	End Date
Obtain equipment		
Test equipment		

Security Plan

Does the center have a security plan?

- ☐ Yes
- ☐ No
- ☐ N/A*

If no, when will a security plan be developed? _____(date)

When will a security plan be in place? _____(date)

Accessibility Plan

Is there a plan to ensure access for people with disabilities?

- ☐ Yes
- ☐ No

If no, when will an accessibility plan be developed? _____(date)

When will the center be accessible to people with disabilities? _____(date)

Describe the plan to provide access to the center, equipment, and programs to persons with disabilities. Indicate elements of an accessibility plan. These may include wheelchair access, voice-recognition and screen-reader software, location of services, and other considerations.

*Not all centers will consider all items applicable to their situations. N/A is designed to be used when a center does not plan to develop the item or does not feel it fits its situation.

Center Operations Timeline

Based on the data entered in this section, START will generate a center operations timeline. Below are a few additional pieces of information that must be entered into this timeline.

Activity	Start Date	End Date
Staffing of center (hiring and training)		
Grand opening of center		
Training programs and classes to begin		

Section 6: Budgeting and Fundraising

Section Overview

Now that the work of the center and staff has been determined, it is time to obtain the programs and resources necessary to make the center successful.

This section focuses on calculating the cost to start a center and developing operating budgets for the first 3 years. Then START will focus on the funding sources, some of which may have been outlined in section 3. This section will enable START users to:

- ❑ Develop expense budgets for the center's startup and operational budgets for years 1, 2, and 3.
- ❑ Review potential sources of funding and build a revenue budget for the center's startup and operational budgets for years 1, 2, and 3.
- ❑ Develop goals, activities, and outcomes for a fundraising plan for the center.

Budgeting

Once center programs have been designed, funding and other resources must be determined. What is and will be done at the center drives the funding needs.

There are two types of budgets, startup and operating.

Budget Type	Expenses
A startup budget details the one-time costs of setting up the Neighborhood Networks center and the sources of funds that will be used to cover these costs.	Capital expenses and one-time expenditures, such as renovations to the space, purchase of office equipment and furniture, and deposits for utilities, including electricity, heat, and phone.
An operating budget details the ongoing costs of operating the Neighborhood Networks center and the sources of funds that will likely be used to meet these costs over a 3-year period.	Expenses that will continue for the life of the Neighborhood Networks center, such as salaries and benefits, professional fees, space and utilities, equipment maintenance and replacement, software and computer supplies, promotion and outreach expenses, telecommunications costs, educational materials, and miscellaneous other expenses.

Budgeting requires two types of estimates:

- ❑ Estimates of the startup costs and operating expenses of the center
- ❑ Estimates of the potential sources of funding (for example, user fees, foundation grants, business development)

The next few pages of this workbook will help you document the data needed to prepare a complete budget for the center.

Expense Budgeting Worksheet

This worksheet is designed to help START users think about the costs the center might incur. Not every category will apply to every center. Please use those that are best suited to your center. For large items, such as equipment, it would be wise to obtain local bids before finalizing the budget.

Expenses	Startup	Year 1	Year 2	Year 3
	\$	\$	\$	\$
Center staffing				
Staff 1				
Staff 2				
Staff 3				
Staff 4				
Staff 5				
Staff training				
Subtotal				
Space needs and utilization				
Rent				
Heat, ventilation, air conditioning				
Partition walls				
Installation of closets/secure space				
Expansion of power capacity				
Installation of electrical outlets				
Installation of overhead lights				
Other				
Subtotal				
Security				
Deadbolts, locks for windows				
Locks and cables to secure equipment to tables				
Locks to secure filing cabinets				
Locks to secure closets				
Engraving pen to identify equipment				
Alarm				
Installation of alarm				
Security cameras				
Installation of security cameras				
Security guard				
Subtotal				

Expenses	Startup	Year 1		Year 3
	\$	\$	\$	\$
Equipment and hardware				
Computers, including monitor, keyboard, and mouse (refer to the projections in section 5)				
Printers				
Modems				
Computer cable				
Computer wires				
Extension cords				
Surge protectors				
Network wiring/hubs				
Router				
Additional warranties				
Service contracts				
Networking hardware				
Telephones				
Telephone installation				
Photocopier				
Fax machine				
Other				
Subtotal				
Standard software programs				
Word processing				
Spreadsheets				
Graphics				
Databases				
Antivirus program				
Networking operation				
Other				
Subtotal				
Furniture				
Computer tables				
Sign-in table				
Work tables, desk				
Chairs for desks, computers, tables				
Lighting				
Bulletin boards				
Coat racks				
Filing cabinets				
Antistatic floor covering				
Carpet				
Center Sign				

Expenses	Startup	Year 1	Year 2	Year 3
	\$	\$	\$	\$
Other				
Subtotal				
Program costs and materials				
Adult education				
After-school activities				
Job training				
Services for seniors				
Other				
Subtotal				
Program marketing				
Printed materials				
Advertising				
Subtotal				
Office supplies				
Paper				
Pens, pencils, crayons, markers				
Printer toner				
First-aid kit				
Soap				
Paper towels				
Other				
Subtotal				
Other expenses				
Subtotal				
TOTAL				

Center Funding

A center can be funded in various ways. Some sources are listed below.

HUD Funding

- ❑ **Residual receipts account.** Funds from the residual receipts account may be usable to fund a center to the extent that HUD determines that these funds are not required to maintain the habitability of units or to meet other building needs.
- ❑ **Owner's equity.** The owner of limited-distribution property can increase the amount of the initial equity investment (and, in turn, the yield on distribution) by investing nonrepayable funds in the center. A rent increase, however, will not be approved to provide for additional yield.
- ❑ **Funds borrowed from the Reserve for Replacement Account.** Funds from the Reserve for Replacement Account may be usable to fund a center to the extent that HUD determines that these funds are not required to meet anticipated repair and replacement needs of the property.

If this source of funding is selected, then a scheduled repayment plan also must be submitted, illustrating how the Reserve for Replacement Account will be replenished consistent with future replacement needs that have been identified.

- ❑ **Rent increase.** The owner of a property where rents are set under the budgeted rent increase process may request an increase to cover the costs of a center. These increases may be approved at HUD's discretion.
- ❑ **Requesting a special rent adjustment.** Under certain conditions established by HUD (see Reference Materials), the maximum monthly rent for units under a Section 8 contract may be increased to meet the costs of the center.
- ❑ **Excess Income.** For properties that generate excess income, HUD Notice 00-17 creates the ability to retain excess income to assist in the support and development of a Neighborhood Networks center.

Center Funding

Private and Corporate Contributions

Private contributors usually include individual donors, some of whom may wish to remain anonymous. Corporations and community foundations provide funding for operating and program/project support. The foundations usually receive money from the public and award grants to organizations within their named community and/or surrounding area.

User Fees

Additional funding can be generated by charging a reasonable user fee.

- ❑ **Membership fees.** Memberships to residents at individual and family rates can be offered. Residents could be offered the option of paying the membership fee on an annual basis or on a per visit basis. The fees should be reasonable and affordable, equivalent to a round-trip bus fare or subway fare. For example, the Harlem Community Computer Center charges individuals \$30, families (up to five people) \$35, seniors and children \$15 for a 6-month membership at the center.
- ❑ **Class fees.** Class fees could be levied on attendees. In addition, if neighborhood institutions use the center to conduct classes for their own members, they can be charged a fee for the use of the center.
- ❑ **Public access fees.** Visitors can be asked to make a contribution to the center. However, no one should be denied access because they have not made a contribution.

Business Development

A variety of business activities that generate income can be conducted at the center, allowing them to become profit centers. Business development includes outsourcing, small business support, self-employment, and entrepreneurship. If the center has a role in training individuals to become successful in business, or if the center is used for certain business activities, it might be appropriate for you to develop a system for sharing profits in lieu of payment.

Center Funding

Fundraising Events

Fundraising is an excellent source of funding for a center. Fundraising also generates community support for the center. Creativity is key to a successful fundraiser. Although one type of event may be extremely successful for certain organizations, it may not be as successful for another one.

The following is a partial listing of the types of fundraising events a center may sponsor:

- ❑ **Annual events** can become a tradition with a bike trip or walk-a-thon for which people collect pledges.
- ❑ **Auctions** can generate funds using items donated by partners and the community.
- ❑ **Cosponsor** an event with other organizations or seek sponsorship from Neighborhood Networks partners.
- ❑ **Events, festivals, or fairs** can be used to solicit donations and distribute information.

In-Kind Contributions

In-kind contributions are donations given in lieu of money. Most in-kind contributions must be solicited, often requiring a formal request. Examples of in-kind contributions include:

- ❑ Hardware
- ❑ Software
- ❑ Space
- ❑ Volunteer supervisors and teachers
- ❑ Clerical assistance
- ❑ Accounting services

Sources of Funding Worksheet

Once the potential sources of funding have been determined, they should be entered in the worksheet below. START will calculate a center's deficit or surplus based on proposed sources and uses of funds.

Sources of Funding	Startup Funds	Year 1	Year 2	Year 3
Project funds from HUD	\$	\$	\$	\$
<input type="checkbox"/> Residual Receipts Account				
<input type="checkbox"/> Funds borrowed from the Reserve for Replacement Account				
<input type="checkbox"/> Excess income				
<input type="checkbox"/> Rent increase				
<input type="checkbox"/> Request for special rent adjustment				
<input type="checkbox"/> Owner's equity				
Subtotal				
Project funds from other sources				
Other government grants (federal, state, local)				
Foundation grants				
Private donations				
Corporate contributions				
Fundraising events (annual events, auctions, drawings/raffles)				
User fees (membership fees, class fees, public access fees)				
Business development profits				
In-kind donations				
Subtotal				
Total estimated revenue funds (sources)				
Total budget expenses (uses)				
Deficit or surplus				

Note: If there is a deficit, look carefully at the itemized expenses and think about additional items that can be donated.

Fundraising Goals

In this section, goals, activities, and outcomes for the fundraising will be established.

Now that the level of funding that is needed has been determined, funding must be obtained. Take a look at the goals and think about how to evaluate whether you can attain them. Try to set goals that are measurable.

Example of a fundraising goal:

- ❑ Raise sufficient funds to begin initial center programming.

Example of a fundraising activity:

- ❑ Using prospective funders identified in the business plan, contact them and seek support.

Example of a fundraising outcome:

- ❑ Provide 10 computers and GED software for initial center programming.

Use the chart below to enter goals, activities, and outcomes for the center's fundraising plan.

Goal 1: _____

Activities for Goal 1:	Start Date	End Date	Responsible Staff
1.			
2.			
3.			

Outcomes for Goal 1:
1.
2.
3.

Fundraising Goals

Goal 2: _____

Activities for Goal 2:	Start Date	End Date	Responsible Staff
1.			
2.			
3.			

Outcomes for Goal 2:
1.
2.
3.

Goal 3: _____

Activities for Goal 3:	Start Date	End Date	Responsible Staff
1.			
2.			
3.			

Outcomes for Goal 3:
1.
2.
3.

Feel free to continue to add additional goals. Remember, each goal requires staff time to implement, so propose a reasonable number of goals.

Section 7: Business Plan Reports

Section Overview

Now that you have collected all the data and information pertaining to your Neighborhood Networks center, you can generate a business plan report that will be saved in the online tool and can be modified and updated at any time. You can also print a copy of your business plan. Go to the next page to see a blank example of the business plan your center will generate.

Neighborhood Networks Business Plan

FY__ to FY__

<u>Neighborhood Networks Center Information</u>
Center name:
Center address:
City, state, and ZIP code:
Center phone number:
Center e-mail address:
Center Web address:
Center contact:

<u>Property Information</u>
Property name:
Property address:
City, state, and ZIP code:
FHA number:
Section 8 contract number:
Additional property information:
Property name:
Property address:
City, state, and ZIP code:
FHA number:
Section 8 contract number:

Section 1: Starting the START Process

<u>Mission Statement</u>

Resident Needs Summary

Number of people who completed the Resident Survey:

Type of Training or Program	Level of Interest (High, Medium, Low)	Offered programs at the center?
Job-skills training/employment		
Job-readiness training		
Job-retention services		
Job posting, search, or placement services		
Introduction to/familiarization with computers		
Internet access and access to local services		
Economic development (microenterprises, small business development)		
Telecommuting and remote job access training		
Children's education programs (ages 0–12 years)		
Youth education programs (ages 13–17 years)		
Adult basic education/literacy		
English as a second language (ESL) programs		
GED/high school equivalency certificate programs		
Adult continuing education programs		
Family education programs		
Children's activities (ages 0–12 years)		
Youth activities (ages 13–17 years)		
Adult activities (ages 18–64 years)		
Senior services (ages 65+ years)		
Childcare		
Healthcare		
Personal financial management counseling		
Other		

Community Resources

Name of Institution	Type	Potential Resources

Demographic Profile of Property			
Total number of residents:		Total number of households:	
Total number of units:		Number of Section 8 units:	
Number of Section 8 units/total number of units:			%
		Number	Percentage
Resident overview			
Children 0–6 years old			
Children 7–13 years old			
Youth 14–17 years old			
Young adults 18–20 years old			
Adults 21–61 years old			
Seniors 62 years and older			
Race			
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Other Pacific Islander			
White			
Two or more races			
Some other race			
Ethnicity			
Hispanic or Latino			
Not Hispanic or Latino			
Gender			
Female			
Male			
Number of residents who require English as a second language(ESL) training			
Single-parent household			
Female head of household			
Male head of household			
Residents with disabilities			
Physical			
Mental			
Other			
Education level			
Some high school			
High school graduate or GED			
Some college			
Two-year degree			
Four-year degree			
Graduate degree			
Other			

Computer literacy levels		
Minimal		
Average		
Above average		
Employment status		
Employed full time		
Employed part time		
Self-employed		
Unemployed		
Public assistance recipients		
Other		

Demographic Profile of Center			
Total number of participants at the center:		When was this data collected?	
		Number	Percentage
User overview			
Children 0–6 years old:			
Children 7–13 years old:			
Youth 14–17 years old:			
Young adults 18–20 years old:			
Adults 21–61 years old:			
Seniors 62 years and older:			
Race			
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Other Pacific Islander			
White			
Two or more races			
Some other race			
Ethnicity			
Hispanic or Latino			
Not Hispanic or Latino			
Gender			
Female			
Male			
Number of residents who require English as a second language (ESL) training			
Single-parent household			
Female head of household			
Male head of household			
Users with disabilities			
Physical			
Mental			
Other			
Education level			
Some high school			
High school graduate or GED			

Some college		
Two-year degree		
Four-year degree		
Graduate degree		
Other		
Computer literacy levels		
Minimal		
Average		
Above average		
Employment status		
Employed full time		
Employed part time		
Self-employed		
Unemployed		
Public assistance recipients		
Other		

Section 2: Program Planning

Goals, Objectives, and Outcomes

Goal	Activity	Start Date	End Date	Responsible Staff	Outcome

Annual Program Objectives

Input the corresponding number of participants served in the applicable blanks.

The center will serve _____ adults and _____ children during this timeframe.

Job Skills Training/Employment

- _____ Individuals will participate in a job skills program (job skills).
- _____ Individuals will participate in a job readiness program (job readiness).
- _____ Individuals will participate in a job retention program (job retention).
- _____ Individuals will be assisted by a job placement program (job placement).

- _____ Individuals will obtain jobs (obtain jobs).
- _____ Individuals will retain jobs for 3–12 months (retain jobs: 3–12 months).
- _____ Individuals will retain jobs for longer than 12 months (retain jobs: 12 months or more).

Introduction to Computers

- _____ Seniors will be provided with basic computer skills training opportunities (computer basics: seniors).
- _____ Adults will be introduced to basic computer skills such as keyboarding and Internet access (computer basics: adults).
- _____ Youth will be introduced to basic computer skills such as keyboarding and Internet access (computer basics: youth).
- _____ Youth will participate in a structured computer skills program (structured skills: youth).

Internet Access and Access to Local Services

- _____ Individuals will have the ability to access the Internet through the Neighborhood Networks center (number of Internet users).

Economic Development (Microenterprise, Small Business, Telecommuting)

- _____ Individuals will be provided with the opportunity to telecommute from the Neighborhood Networks center (telecommuters).
- _____ Individuals will be provided with the opportunity to develop a small business or microenterprise (small business users).
- _____ Seniors will be provided with small business development opportunities (senior business development).
- _____ Youth will be provided with the opportunity to develop job skills or a youth-based business (job skills: youth).

Healthcare

- _____ Seniors will be provided with onsite health-related resources (healthcare: senior).
- _____ Adults will be provided with improved access to health-related education and resources (healthcare: adult).
- _____ Children and youth will be provided with improved access to health-care resources and services (healthcare: youth).

Basic Adult Education, Literacy, ESL, GED

- _____ Individuals will participate in a GED preparation class (GED preparation).
- _____ Individuals will receive their GED as a result of participation in Neighborhood Networks center programs (GED recipients).
- _____ Individuals will participate in English as a second language (ESL) classes (ESL classes).

Individuals will participate in a literacy program (literacy program).

_____ Individuals will participate in adult basic education (adult basic education).

After-School Program

_____ Youth will participate in a structured after-school program (youth after school).

Childcare

_____ Children will participate in an onsite childcare program (onsite childcare).

_____ Individuals will receive childcare when participating in a Neighborhood Networks center class/program (participant childcare).

_____ Children will receive subsidized childcare onsite or in the community (subsidized childcare).

Other Objectives

--

Section 3: Marketing and Outreach

Internal Marketing Plan—The internal marketing plan will target residents and other members of the community to be served by the center.

[illegible]

External Marketing Plan—This plan will target partners and members of the community that can bring resources to the center.

Goal	Activity	Start Date	End Date	Responsible Staff	Outcome

Proposed and Committed Partners

Proposed Partners

Partner Name	Institution	Resource	Contact	Phone	Address	City	State	ZIP

Committed Partners

Partner Name	Resource or Funding	In-Kind Value	Funds Donated
		\$	\$
		\$	\$
		\$	\$
		\$	\$
		\$	\$
		\$	\$

Section 4: Organization and Management

Activity	In Place by What Date?
Establish residents committee	
Establish advisory board or a board of directors	
Develop bylaws	
Establish 501(c)(3)	
Ensure accounting system is in place	
Establish employee benefits plan	
Develop personnel manual	
Develop staff training plan	
Develop staff evaluation plan	

Section 5: Planning for Center Operations

Activity	Start Date	End Date
Obtain equipment		
Test equipment		
Security plan drafted and security in place		
Accessibility plan drafted, and center is accessible to people with disabilities		
Staffing of center (hiring and training)		
Grand opening of the center		
Training program and classes begin		

Section 6: Budgeting and Fundraising

Expenses				
Expenses	Startup	FY _____	FY _____	FY _____
Center staffing				
Staff training				
Subtotal				
Space needs and utilization				
Rent				
Heat, ventilation, air conditioning				
Partition walls				
Installation of closets/secure space				
Expansion of power capacity				
Installation of electrical outlets				
Installation of overhead lights				
Other				
Subtotal				

Security				
Deadbolts, locks for windows				
Locks and cables to secure equipment to tables				
Locks to securing filing cabinets				
Locks to secure closets				
Engraving pen to identify equipment				
Alarm system				
Installation of alarm system				
Security cameras				
Installation of security cameras				
Security guard				
Subtotal				
Equipment and hardware				
Computers, including monitor, keyboard, and mouse (refer to the projections in section 5)				
Printers				
Modems				
Computer cable				
Computer wires				
Extension cords				
Surge protectors				
Network wiring/hubs				
Router				
Additional warranties				
Service contracts				
Networking hardware				
Telephones				
Telephone installation				
Photocopier				
Fax machine				
Other				
Subtotal				
Standard software programs				
Word processing				
Spreadsheets				
Graphics				
Databases				
Antivirus program				
Networking operation				
Other				
Subtotal				

Furniture				
Computer tables				
Sign-in table				
Work tables, desk				
Chairs for desks, computers, tables				
Lighting				
Bulletin boards				
Coat racks				
Filing cabinets				
Antistatic floor covering				
Carpet				
Center signage				
Other				
Subtotal				
Program costs and materials				
Adult education				
After-school activities				
Job training				
Services for seniors				
Other				
Subtotal				
Program marketing				
Printed materials				
Advertising				
Subtotal				
Office supplies				
Paper				
Pens, pencils, crayons, markers				
Printer toner				
First aid kit				
Soap				
Paper towels				
Other				
Subtotal				
Other expenses				
Subtotal				
TOTAL				

Sources				
Sources of Funding	Startup	FY _____	FY _____	FY _____
Project funds from HUD				
Residual Receipts Account				
Funds borrowed from the Reserve for Replacement Account				
Excess income				
Rent increase				
Request for special rent adjustment				
Owner's equity				
Subtotal				
Project funds from other sources				
Other government grants (state, local, federal)				
Foundation grants				
Individual donations				
Corporate contributions				
Fundraising events (annual events, auctions, drawings/raffles)				
User fees (membership fees, class fees, public access fees)				
Business development profits				
In-kind donations				
Subtotal				
Total estimated revenue funds (sources)				
Total budget expenses (uses)				
Deficit or surplus				

Section 8: Assessment and Evaluation

Section Overview

To encourage Neighborhood Networks centers to update, modify, and assess their business plans on a yearly basis, START provides an online tool specifically for that purpose. Each fiscal year, centers are encouraged to evaluate their actual programs, services, and expenses in relation to their projected programs, services, and expenses. START makes this easy by allowing users to view the center's business plan while they record the center's actual yield. A preview of the assessment template follows.

Neighborhood Networks Center Assessment and Evaluation

Fiscal Year _____

All Neighborhood Networks centers are encouraged to complete the following baseline assessment and evaluation on an annual basis. This report will be for the period October 1 through September 30 and will be due to the local HUD office no later than October 31. This is a useful tool to promote and measure the successes taking place at the centers. Please complete the evaluation in START and return it electronically to the local HUD Neighborhood Networks coordinator.

Center Information

Center name
Center address
City, state, and ZIP code

1. What were your objectives, as outlined in the Business Plan Objectives section, and how well did you succeed in meeting those objectives?

Please check and insert appropriate number to all objectives that apply.

Planned	Actual	
---------	--------	--

Number of people the center will serve this year

		Adults
		Children

Job skills training/employment

		Individuals will participate in a job skills program (job skills).
		Individuals will participate in a job readiness program (job readiness).
		Individuals will participate in a job retention program (job retention).
		Individuals will be assisted by a job placement program (job placement).
		Individuals will obtain jobs (obtain jobs).
		Individuals will retain jobs for 3–12 months (retain jobs: 3–12 months).
		Individuals will retain jobs for longer than 12 months (retain jobs: 12 months or more).

Introduction to/familiarization with computers

		Seniors will be provided with basic computer skills training opportunities (computer basics: seniors).
		Adults will be introduced to basic computer skills such as keyboarding and Internet access (computer basics: adults).
		Youth will be introduced to basic computer skills such as keyboarding and Internet access (computer basics: youth).
		Youth will participate in a structured computer skills program (structured skills: youth).

Internet access and access to local services

		Individuals will have the ability to access the Internet through the Neighborhood Networks center (# of Internet users).
--	--	--

Economic development (microenterprise, small business, telecommuting)

		Individuals will be provided with the opportunity to telecommute from the Neighborhood Networks center (telecommuters).
		Individuals will be provided with the opportunity to develop a small business or

		microenterprise (small business users).
		Seniors will be provided with small business development opportunities (senior business development).
		Youth will be provided with the opportunity to develop job skills or a youth-based business (job skills: youth).

Healthcare

		Seniors will be provided with onsite health-related resources (healthcare: seniors)
		Adult individuals will be provided with improved access to health-related education and resources (healthcare: adult).
		Children and youth will be provided with improved access to healthcare resources and services (healthcare: youth).

Basic adult education, literacy, ESL, GED

		Individuals will participate in a GED preparation class (GED preparation).
		Individuals will receive their GED as a result of participation in Neighborhood Networks center programs (GED recipients).
		Individuals will participate in English as a second language (ESL) classes (ESL classes).
		Individuals will participate in a literacy program (literacy program).
		Individuals will participate in adult basic education (adult basic education).

After-school program

		Youth will participate in a structured after-school program (youth after-school).
--	--	---

Childcare

		Children will participate in an onsite childcare program (onsite childcare).
		Individuals will receive childcare when participating in a Neighborhood Networks center class/program (participant childcare).
		Children will receive subsidized childcare onsite or in the community (subsidized childcare).

Other objectives (Please specify below)

2. SUCCESS STORIES are very IMPORTANT! We want to showcase your successes. Please include any success stories you would like to share below:

3. Cost analysis: How much did the operations of the Neighborhood Networks center cost for the year? What were the funding sources used (including amounts)?

Sources	Private Donations (foundation grants; other federal, state, or local government grants)	Other Grants	Earned Income From Center (i.e. usage fees and rents)	In-Kind Donations/ Services	Property / HUD Funds	Other (business development profits; corporate donations; fundraising events)	Total Expenses	
							Actual	Planned
Expenses								
Computer hardware								
Equipment and Hardware								
Other equipment								
Furniture								
Computer software								
Standard software programs								
Staffing								
Center staffing								
Maintenance, insurance, miscellaneous								
Space needs and utilization								
Retrofitting/security								
Security								
Other admin								
Program costs and materials								
Program marketing								
Office supplies								
Other expenses								
Total sources								
Actual								
Planned								
Grand Total Expenses							Actual	Planned

4. Classes offered/participation: What classes were offered? How many residents participated out of the total resident population?

Class Type	Offered? (Yes or No)	Participant	
		Resident	Community Member
Job skills training/employment			
Introduction to/familiarization with computers			
Advanced computer training			
Internet access and access to local services			
Healthcare			
Basic adult education			
Literacy			
English as a second language (ESL)			
GED			
Economic development (microenterprise, small business, telecommuting)			
Youth education programs			
After-school programs			
Senior services/education programs			
Continuing education			
Recreation			
Other (please list here)			

5. What worked well? What did not work well and why? Additional comments?

6. For centers focusing on job skills training/employment:

Did you provide job training/placement? Yes No ____

Type of training (check all that apply): Work skills Life skills Resume training Other

Number of participants who received job training

Number of participants who improved skills

Number of unemployed people who got a job

Number of people that, through the training, got a better job

How many of those who found jobs have health benefits?

What new skills did the residents learn (e.g., life skills, decisionmaking skills) that will better prepare them for the postwelfare reform era?

7. Housing/homeownership education:

Type of education (check all that apply): Homeownership Housing counseling Credit counseling

Number of people that, through the training, became a homeowner

Section 9: Frequently Asked Questions

1. What is START?

START (Strategic Tracking And Reporting Tool) is a tool that center directors can use to effectively manage and operate their centers. It is the new online Neighborhood Networks business plan that enables Neighborhood Networks centers to track every facet of center development.

2. Is my center required to do this?

START is not a required format for either new or existing centers. Centers may continue to use the existing HUD paper format. This tool is designed to assist new and existing centers in strategic and program planning. Because it is an online tool, there are many links to important resources in areas like funding and technical assistance. For those reasons, it is highly encouraged that centers use START.

3. Am I required to update?

There are no update requirements. However, START provides a data collection tool to help centers track valuable statistics such as how many residents have found jobs or completed computer training. This data demonstrates success and can help in your fundraising efforts.

4. There is a tracking component to START. Why are you tracking centers?

Both you and Neighborhood Networks technical assistance staff can track your center's activities. A center tracks its own activities because tracking measures success. Other tracking components help to show how technical assistance and resources can be targeted appropriately.

5. I don't have Internet access. How do I get connected?

Neighborhood Networks will work with you to get you connected. Call the Neighborhood Networks Information Center toll free at (888) 312-2743 and press "5" to speak with a technical assistance specialist.

6. Where is resident involvement in the START process?

Resident involvement is incorporated throughout the START process. It drives the center's programs and success. START includes a Resident Interest Survey that helps to identify the interests of residents so that appropriate programs and services can be offered.

7. I don't have enough staff; how can START help me?

START will help you think in a very structured and strategic way. It will help you identify resources in your community and potential partners and increase resident participation. This structure can result in a more efficient way to serve residents.

8. How long does the START process take?

This depends on the amount of information that is entered. You can do this incrementally and at your own pace.

9. What will I get from doing this?

After completing START, you can generate a business plan that summarizes the activities and programs of your center. The START process will help you make informed strategic decisions, and it will give you a management tool to illustrate your impact and to assess your center's performance. It will also target areas of technical assistance that can be provided to your center.

PART II

Center User Guide

TABLE OF CONTENTS

Welcome to the START Center User Guide. The START Center User Guide is designed to help center users navigate START online. This user guide is laid out in sections that highlight specific features of START through the use of START screenshots.

❑ Section 1: Logging On to START	89
❑ Section 2: START Menu	95
❑ Section 3: Changing User ID and Password	103
❑ Section 4: Exiting START	105

Have any questions about START or the START Center User Guide? Please call the Neighborhood Networks Information Center toll free at (888) 312–2743 and press “1” to speak with a technical assistance specialist, or go to the Neighborhood Networks Web site at <http://www.NeighborhoodNetworks.org>.

Section 1: Logging On to START

START Web Address

Logging on to START is easy. START can be accessed either by inputting <http://www-domino4.hud.gov/NN/start.nsf> into the internet browser or by navigating through the Neighborhood Networks Web site. Because the Neighborhood Networks Web site layout may change over time, keep the START Web address handy. START users can always access START via this address.

Neighborhood Networks Web Site Homepage

Screen 1: To access START from the Neighborhood Networks homepage, click “**START business planning tool**” on the navigation bar.



Screen 2: From the Enhanced START page, click “**Neighborhood Networks Strategic Tracking and Reporting Tool (START)**,” which will take you to the newly enhanced START homepage.



Neighborhood Networks START Business Plan Management System

Once you have accessed the Neighborhood Networks START Business Plan Management System, you can either create a new business plan or view/edit an existing business plan. See below for more detailed information about each of these options.

New Business Plan

Screen 3: To create a new business plan, click either “**New Business Plan**” or “**START new business plan creation**” on the navigation bar. Either link will take you to the Create New Business Plan page.



Screen 4: Once you have selected a state and center from the drop-down menus and input contact information, the system will request verification. Simply verify and correct the information as necessary and click **“okay”** to proceed to the next step.

Center login - Microsoft Internet Explorer

Address: http://nnrefdev/NN/start.nsf/centersel?OpenForm&request=new&State=CT

Homes & Communities
U.S. Department of Housing and Urban Development

Housing
Multifamily
Neighborhood Networks
Databases
START Business Plan
New Business Plan
Existing Business Plan
HUD Coordinator
HUD Staff
Reports
FAQ

HUD news
Homes
Communities
Working with HUD
Resources
Tools

Housing
Neighborhood Networks
Multifamily Neighborhood Networks Databases Reports FAQ

Create New Business Plan

State: Connecticut

*Center Name: Armstrong Court Computer Learning Center

Contact E-mail: jwilliams@net.com

Create User Name: jwilliams

Create Password: [password]

Microsoft Internet Explorer

Please verify the following information:

Center Name: Armstrong Court Computer Learning Center
Contact Email: jwilliams@net.com
Beginning Fiscal Year: FY1996 (10/01/1995 -- 9/30/1996)

If the above information is correct and you would like to continue the process, please click 'OK', other wise click 'Cancel'

OK Cancel

http://nnrefdev/NN/start.nsf/ Local intranet 7:15 PM

Screen 5: If you cannot find a center profile for your state, click **“request”** at the bottom of the Create New Business Plan page to create a profile.

Center login - Microsoft Internet Explorer

Address: http://nnrefdev/NN/start.nsf/centersel?OpenForm&request=new&State=DE

Homes & Communities
U.S. Department of Housing and Urban Development

Housing
Multifamily
Neighborhood Networks
Databases
START Business Plan
New Business Plan
Existing Business Plan
HUD Coordinator
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FAQ

HUD news
Homes
Communities
Working with HUD
Resources
Tools

Housing
Neighborhood Networks
Multifamily Neighborhood Networks Databases Reports FAQ

Create New Business Plan

State: Delaware

*Center Name: No center profile currently available for this state

Contact E-mail: [empty]

Create User Name: [empty]

Create Password: [empty]

Retype Password: [empty]

Choose Beginning Fiscal Year: [empty]

[What is a Fiscal Year>>](#)

submit >>

*If you cannot find your center name in the drop-down and you have not previously created a business plan, please **request** a center profile to be built.

http://nnrefdev/NN/start.nsf/centersel?OpenForm&request=new Local intranet 7:20 PM

Screen 6: Once you have submitted a request, a “New Center Profile Request Form” will pop up. Complete the form by entering information about your center.

Center login - Microsoft Internet Explorer

Address: <http://nnrefdev/NN/start.nsf/centersel?OpenForm&request=new&State=DE>

Homes & Communities
U.S. Department of Housing and Urban Development

Housing
Multifamily
Neighborhood Networks
Databases
▼ **START Business Plan**
• New Business Plan
• Existing Business Plan
• HUD Coordinator
• HUD Staff
Reports
FAQ

HUD news

Homes

Communities

Working with HUD

Resources

Tools

<http://nnrefdev/NN/start>

New Center Profile Request Form

Name and Location

Center name:

Address:

City: State:

Zip: E-mail:

Phone: Fax:

Web site:

County:

If you know the field office or the coordinator associated with your center, please enter the information below

Field Office: Dedicated coordinator:

Contact Information

First name: Middle name:

Last name: Prefix:

Address:

City: State:

Zip: E-mail:

7:18 PM

Screen 7: When you complete the form, click "**Submit.**" Once your profile has been built in the Neighborhood Networks database, you will receive an e-mail notification (at the e-mail address entered in the profile request) that your profile is complete. After receipt of the e-mail, you can login to START and access the center's business plan by using the drop-down menu on the START login page.

Center login - Microsoft Internet Explorer

Address: <http://nnrefdev/NN/start.nsf/centersel?OpenForm&request=new&State=DE>

Homes & Communities
U.S. Department of Housing and Urban Development

Housing
Multifamily
Neighborhood Networks
Databases
▼ **START Business Plan**
• New Business Plan
• Existing Business Plan
• HUD Coordinator
• HUD Staff
Reports
FAQ

HUD news

Homes

Communities

Working with HUD

Resources

Tools

<http://www.hud.gov/utilit>

New Center Profile Request Form

Property Information

Name:

Address:

City: State:

Zip: Section 8 contract number:

FHA number:

If your center has more than one property, please enter the property information below

Name:

Address:

City: State:

Zip: Section 8 contract number:

FHA number:

Other Information:

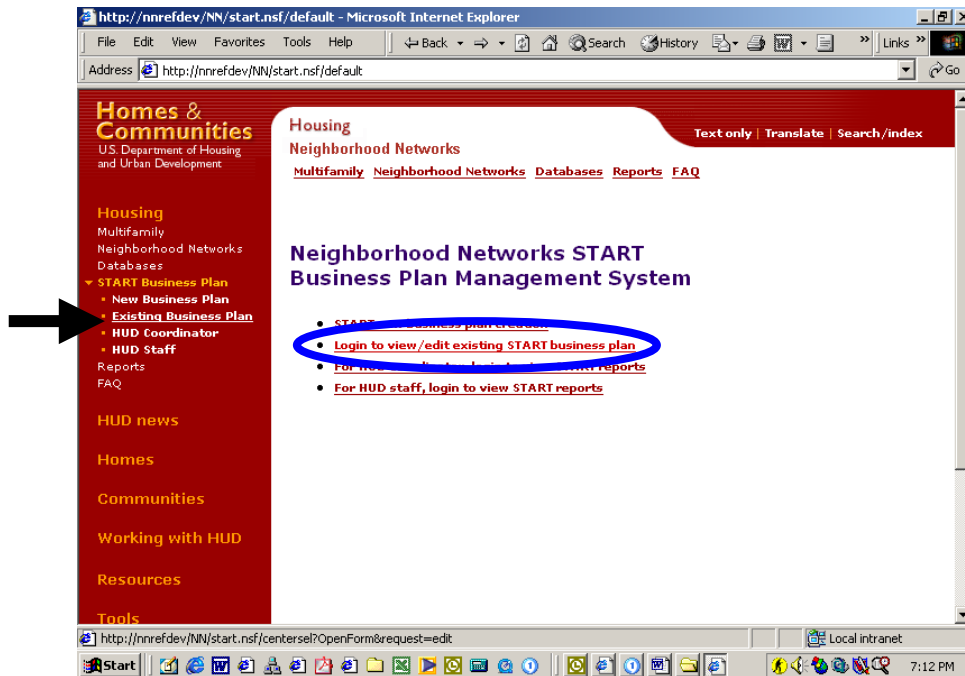
Note: This request will be sent to a Neighborhood Networks specialist. A new center profile will be created for you and a notification e-mail will be sent to the e-mail address you entered in the "Name and Location" section above.

Submit **Close**

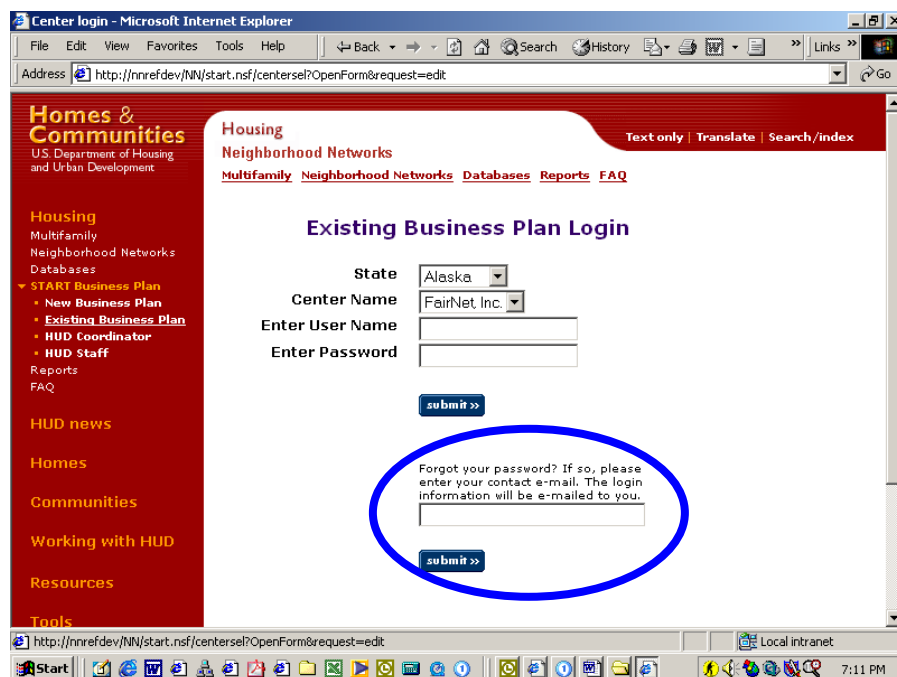
7:19 PM

Existing Business Plan

Screen 8: To view or edit an existing business plan, click either “Existing Business Plan” on the navigation bar or “Login to view/edit existing START business plan” on the Neighborhood Networks START Business Plan Management System page. Either link will take you to the Existing Business Plan Login page.



Screen 9: Once you have selected a state and center from the drop-down menus and input your correct user name and password, the system will proceed to the next step. If you forget your password, enter your correct e-mail address at the bottom of the screen and click “submit.” Your password will be e-mailed to you.



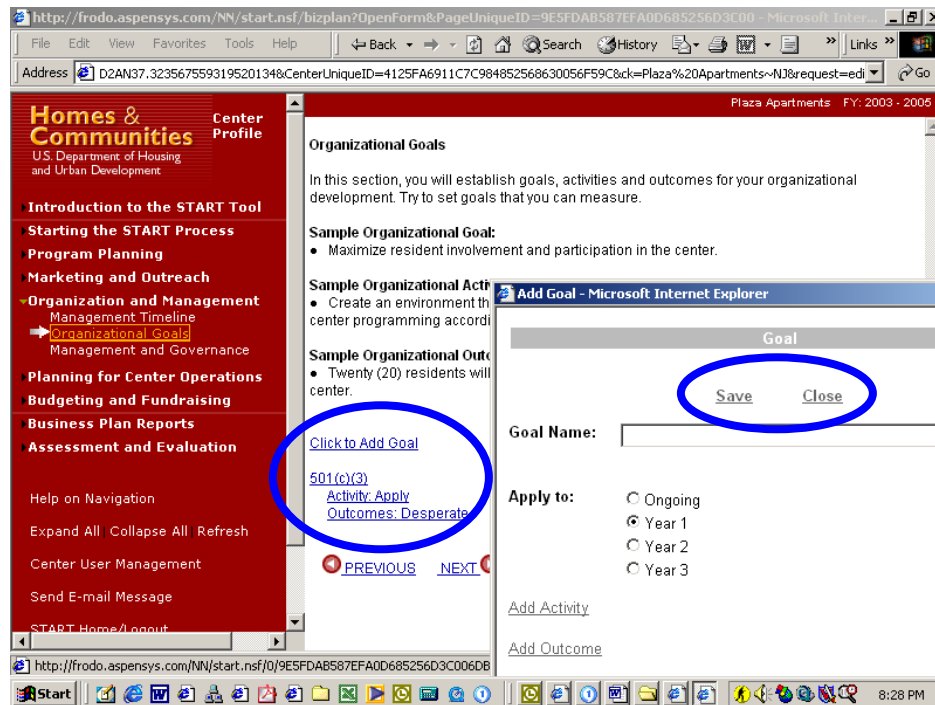
Section 2: START Menu

Navigation Bar and Links

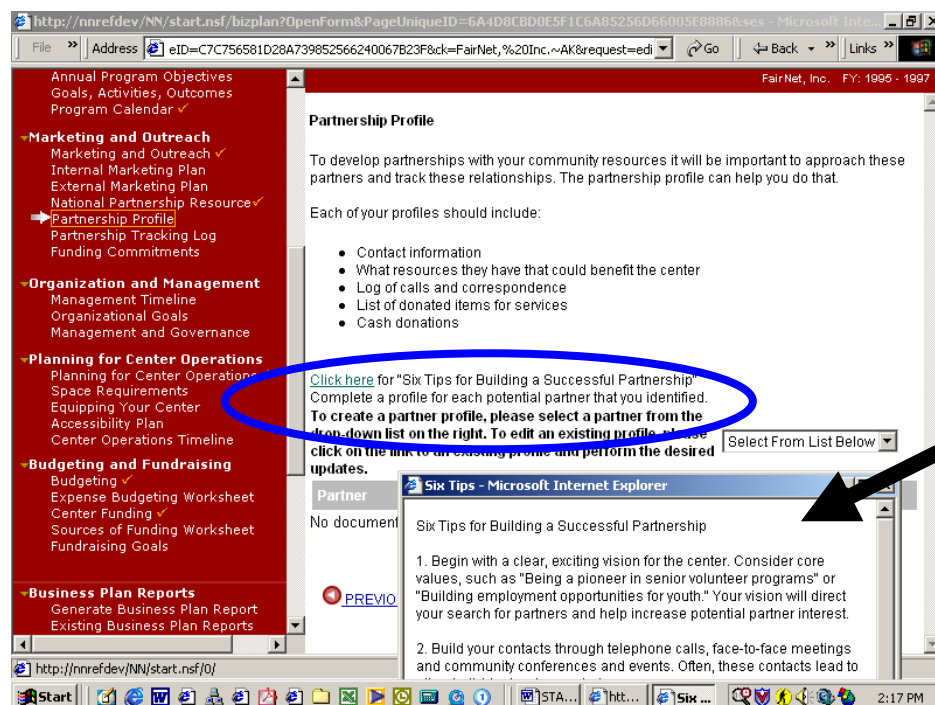
Screen 1: Once you have logged in to START, you can enter new information or update existing information. The navigation bar on the left-hand side of the tool will walk you through each of the START features, which range from creating a mission statement to documenting an annual budget. By clicking on the various links, you can input information to create both an electronic and a printable business plan. See the following screens to learn about using specific features of START.



Screen 2: Throughout the START process, you will be asked to submit information by clicking on links that lead to pop-up screens. Simply fill in the needed information and click “**save**” and “**close**” to add new information as needed. (Clicking “**save**” and failing to click “**close**” will result in the previously entered data being lost.) To edit preexisting information, click on the link associated with the information you want to change, update the data, and click “**save**” and “**close**” to save the edited information.



Screen 3: Throughout the START process, you will have the option to click on links that lead to additional information, such as facts, tips, resources, and guidebooks, that can help you complete your business plan. Most of these links will generate pop-up boxes.

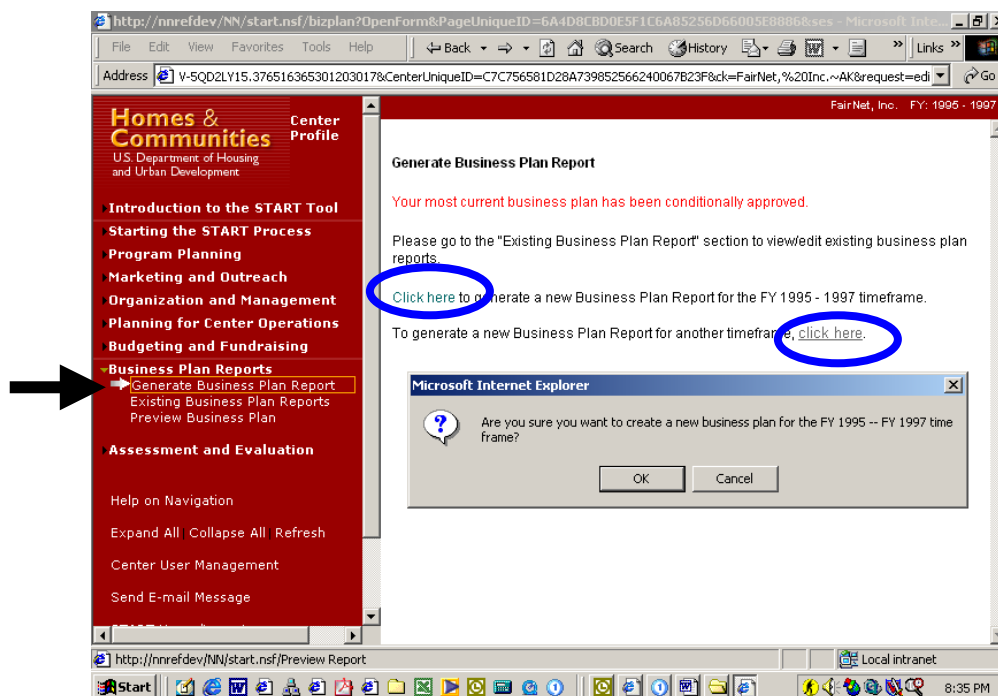


Screen 4: After you complete your START business plan, you will have the option to immediately generate a business plan report or save your information without generating a report.

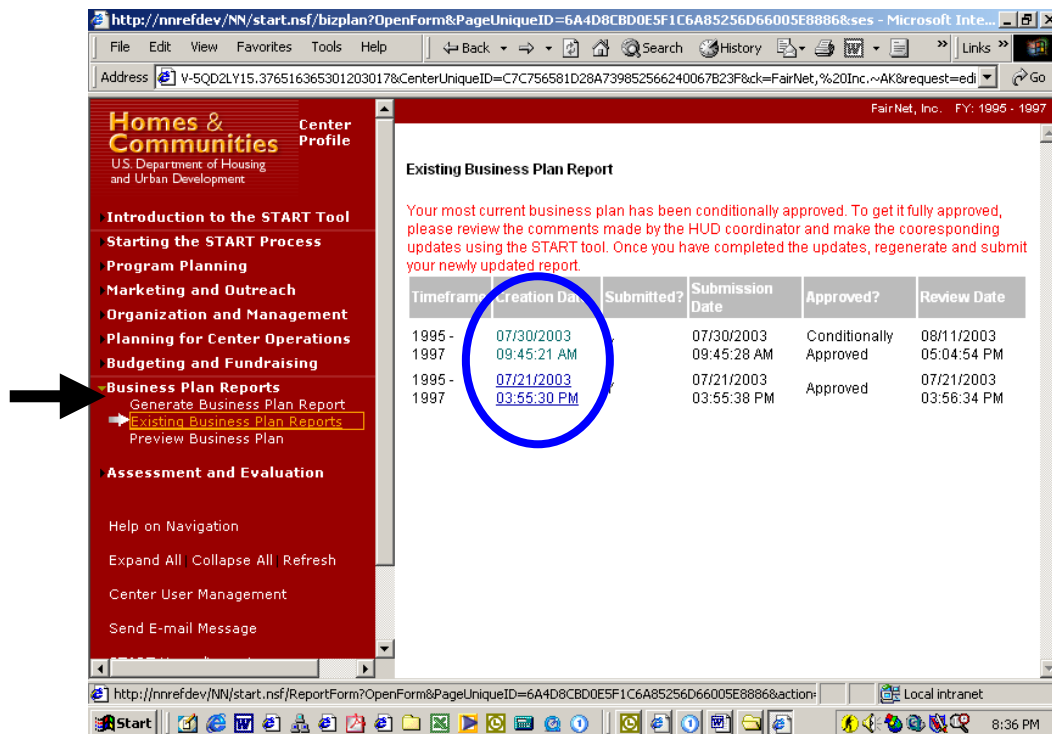


Business Plan Reports

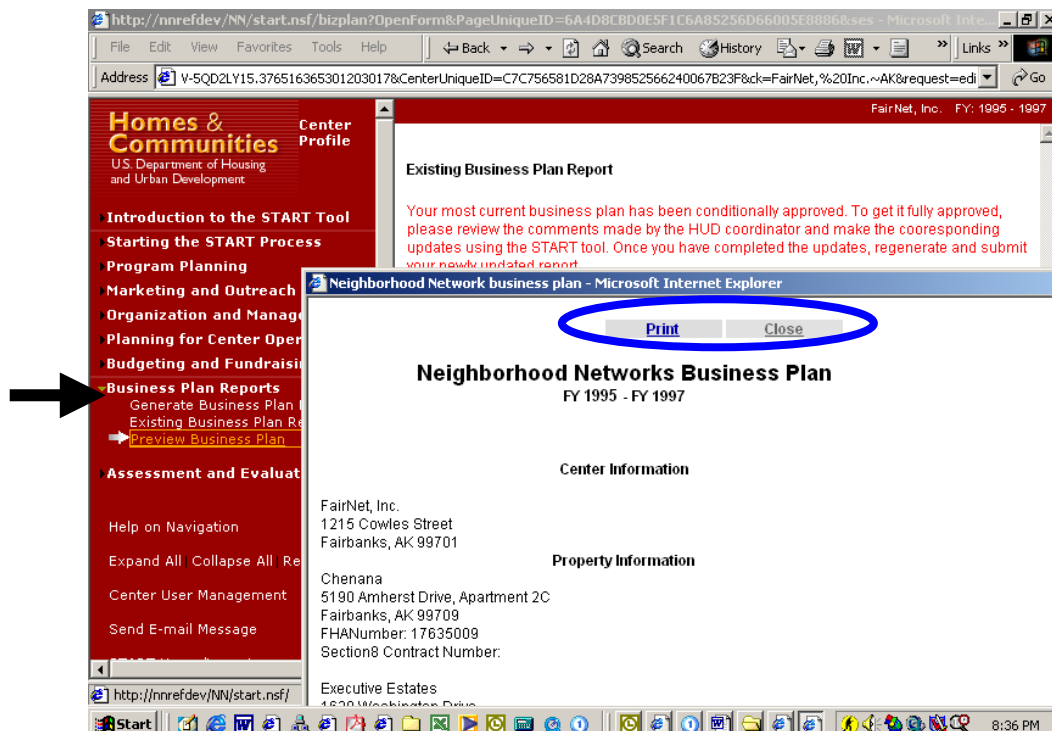
Screen 5: To generate a report, click “Generate Business Plan Report” under “Business Plan Reports” on the navigation bar. From the Generate Business Plan Report page, you can generate a report, and you will have the option to correct the timeframe of the business plan before generating it, in the event that the previously entered timeframe information is incorrect.



Screen 6: To access an existing business plan report, click **“Existing Business Plan Reports”** under **“Business Plan Reports”** on the navigation bar. From the Existing Business Plan Reports page, you can access, review, update, and print existing business plans.

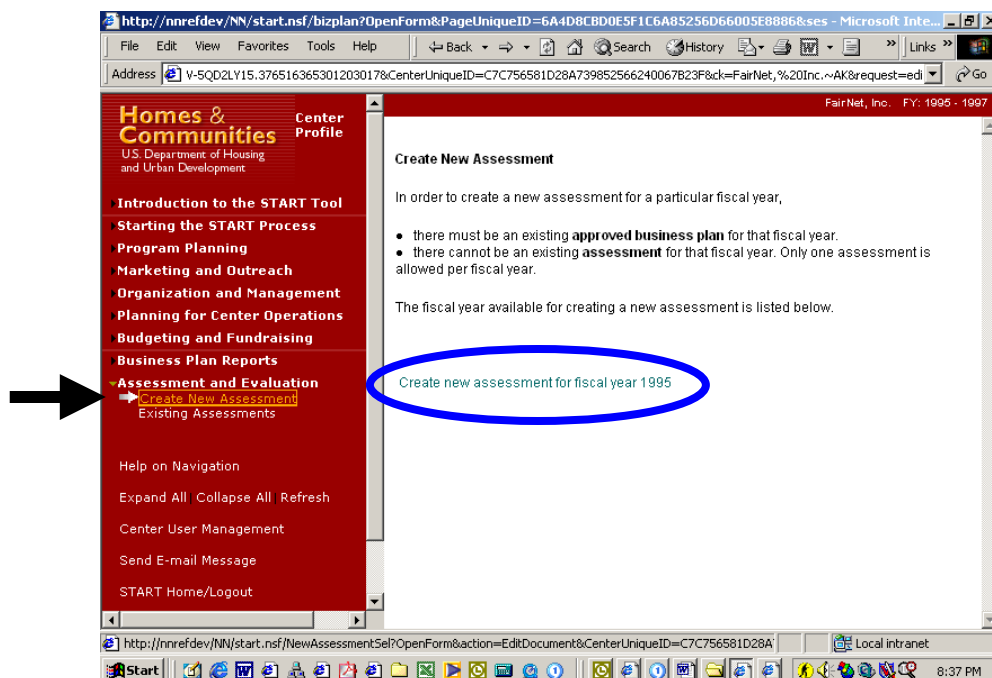


Screen 7: To view and print a Neighborhood Networks center’s most current business plan, click **“Preview Business Plan”** under **“Business Plan Reports”** on the navigation bar. This will generate a pop-up screen through which you can preview and print the Neighborhood Networks center’s most current business plan.



Assessment and Evaluation

Screen 8: START users are strongly urged to create an annual assessment of their Neighborhood Networks center that is based on the previous year's business plan projections. To create this assessment, click **"Create New Assessment"** under **"Assessment and Evaluation"** on the navigation bar.

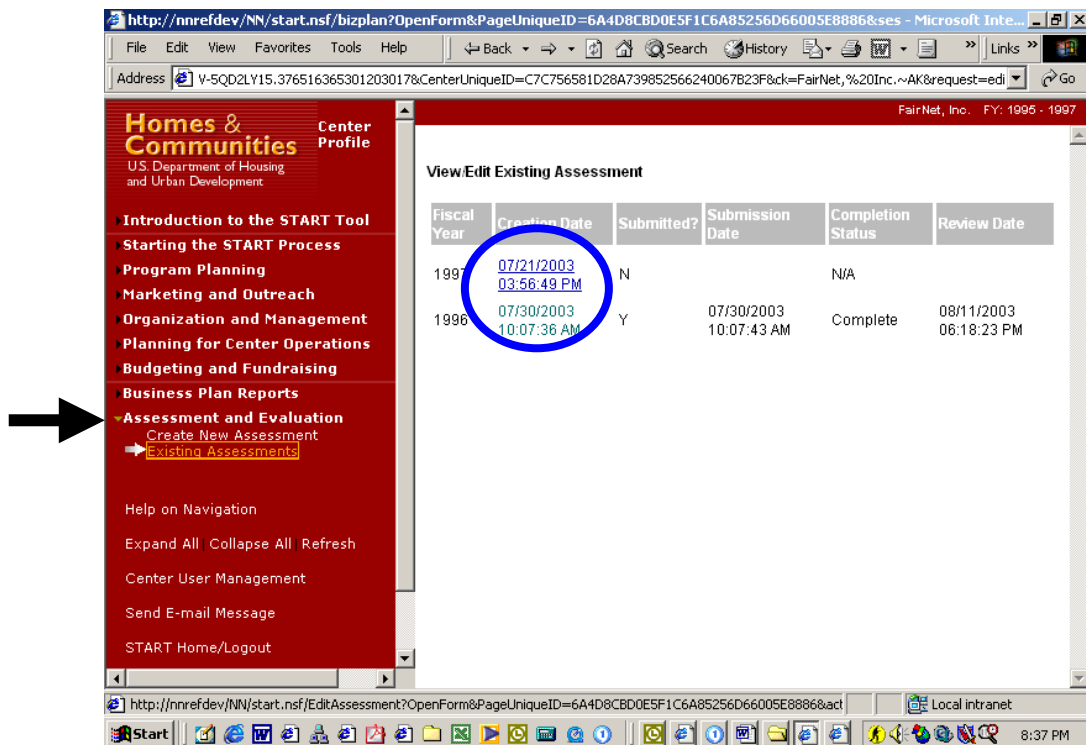


Screen 9: Once you click **"Create New Assessment,"** START will automatically generate an assessment report that compares the current year's data with the previous year's projections, enabling you to document the Neighborhood Networks center's performance without having to refer to the business plan. You cannot generate an assessment report unless a current and approved business plan already exists in START.

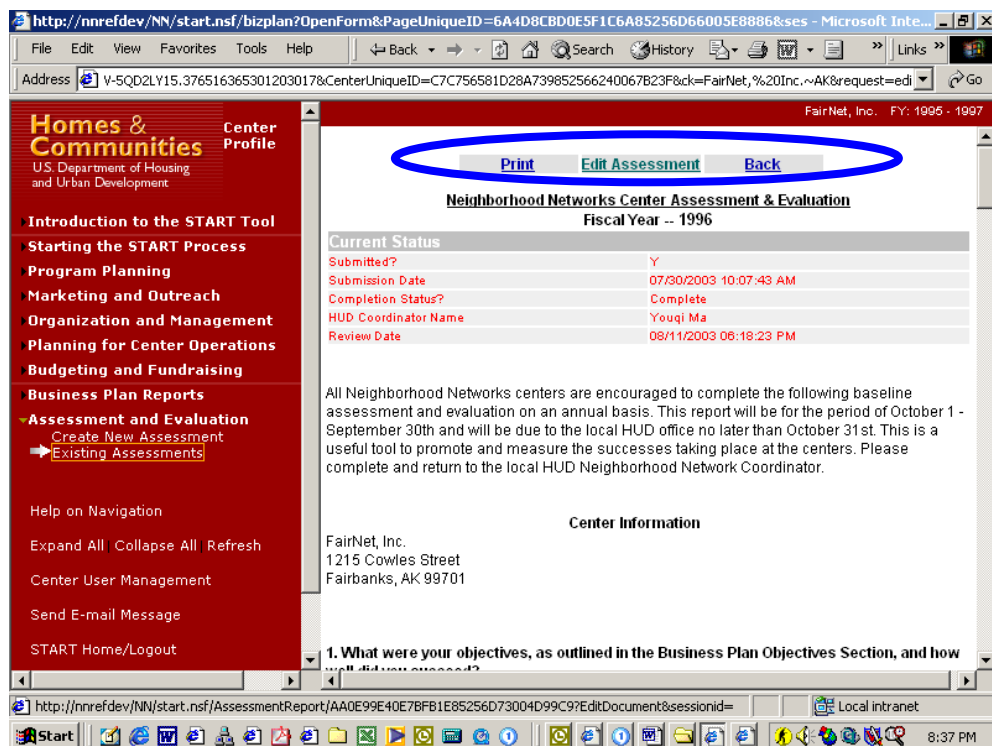
The screenshot shows a web browser window with the URL <http://frodo.aspensys.com/NN/start.nsf/bizplan?OpenForm&PageUniqueID=7E31D7D93F91BC0585256D6C00>. The page title is "Asheville Terrace FY: 2003 - 2005". The left navigation bar is the same as in Screen 8. The main content area is titled "Center Information" and contains a form for "Asheville Terrace". The form includes a section for "1. What were your objectives, as outlined in the Business Plan Objectives Section, and how well did you succeed?". Below this is a table with "Planned" and "Actual" columns. A blue circle highlights the "Planned" and "Actual" columns in the "Job Skills Training/Employment?" section.

Planned	Actual	
100	0	Adults
0	0	Children
10	0	Job Skills Training/Employment?
10	0	Individuals will participate in a job skills program (Job Skills)
10	0	Individuals will participate in a job readiness program (Job Readiness)
10	0	Individuals will participate in a job retention program (Job Retention)
10	0	Individuals will be assisted by a job placement program (Job Placement)
10	0	Individuals will obtain jobs (Obtain Jobs)
10	0	Individuals will retain jobs for more than 3

Screen 10: To view, edit, or print an existing assessment, click **"Existing Assessment"** under **"Assessment and Evaluation"** on the navigation bar. This will generate a list from which you can choose a specific assessment.

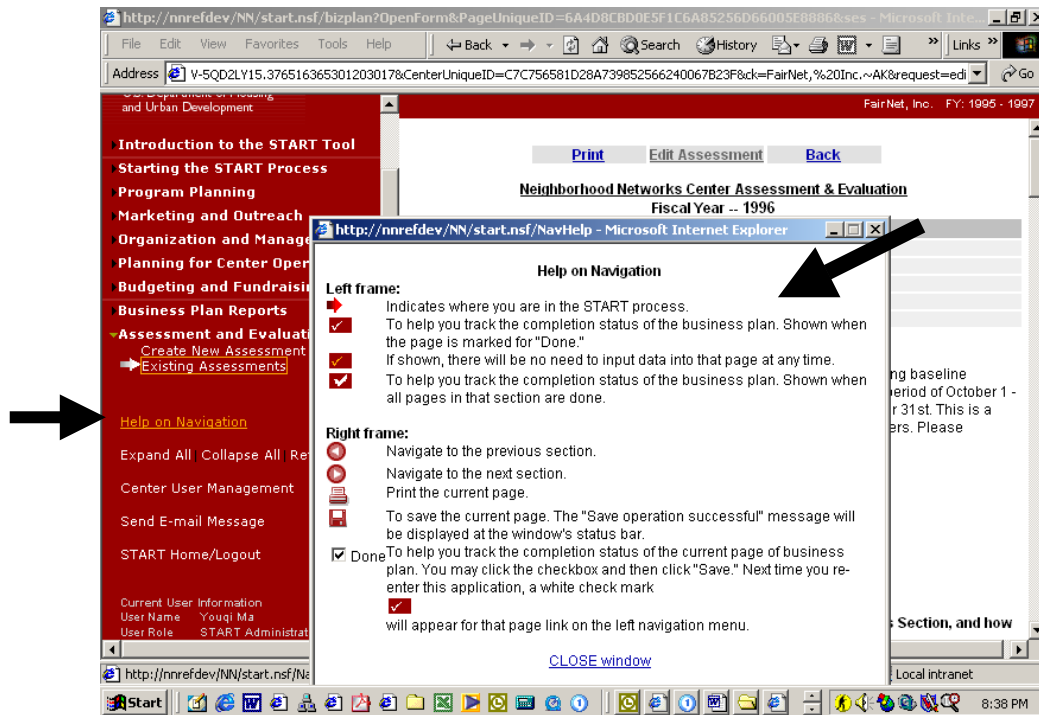


Screen 11: Once you have chosen an assessment, you can edit or print it by clicking on the appropriate link at the top of the page.

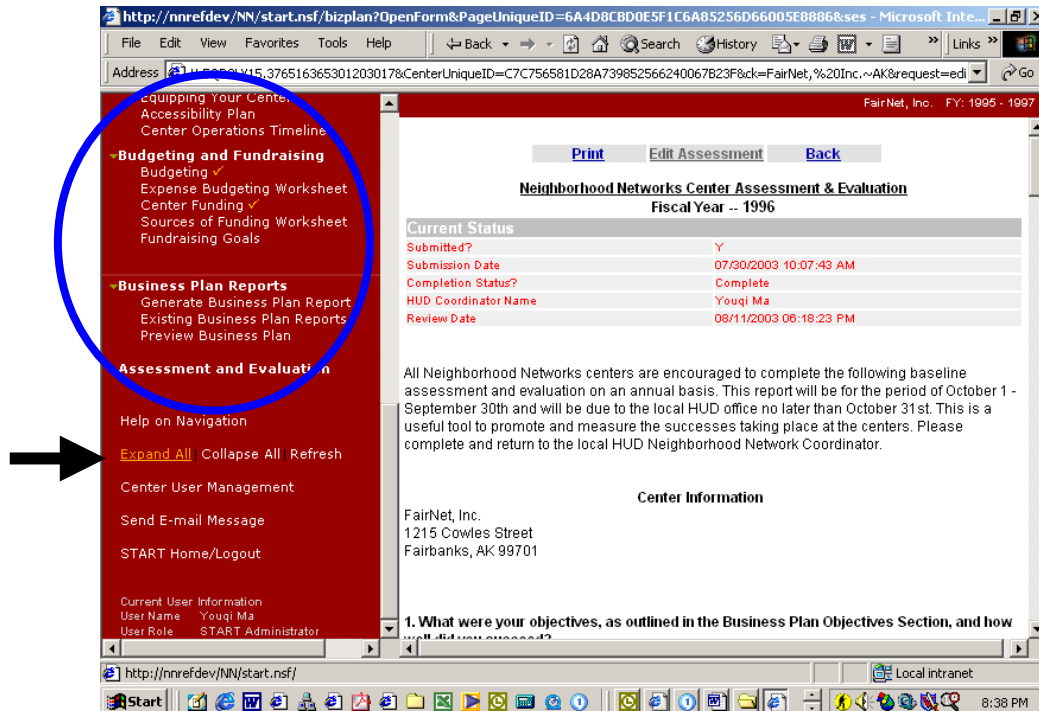


Additional System Features

Screen 12: By clicking “**Help on Navigation**” on the navigation bar, you can access a pop-up box that documents all of the useful icons and tools associated with navigating START.



Screen 13: By clicking “**Expand All/Collapse All/Refresh**” on the navigation bar, you can expand or collapse the navigation bar or refresh your screen after inputting or saving information.



Screen 14: For better system user communication, you can send e-mail messages to either a dedicated HUD Coordinator or a START specialist by clicking **“Send E-mail Messages”** on the navigation bar. To send e-mail to a different person, delete the e-mail address in the “to” field and input the correct e-mail address.

http://frodo.aspensys.com/NN/start.nsf/bizplan?OpenForm&PageUniqueID=F51E81D3A20511EC85256D2800 - Microsoft Inter...

File » Address [Townhouse%20Square%20Neighborhood%20Networks%20Center~AL&request=edi](#) Go Back Links »

Homes & Communities
U.S. Department of Housing and Urban Development

Center Profile

Introduction to the START Tool
Starting the START Process
Program Planning
Marketing and Outreach
Organization and Management
Planning for Center Operations
Budgeting and Fundraising
Business Plan Reports
Assessment and Evaluation

Help on Navigation
Expand All Collapse All Refresh
Center User Management
Send E-mail Message
START Home/Logout

Current User Information
User Name Youqi Ma
User Role START Administrator

Center Ridge Townhouse Square Neighborhood Networks Center FY: 2009 - 2011

Send E-mail Message

You may send e-mail message to your center's dedicated coordinator or START specialist. Please make a selection from the following links.

- [Send E-mail to dedicated HUD coordinator](#)
- [Send E-mail to START specialist](#)

Sending Email Message - Microsoft Internet Explorer

Send Email to - HUD Coordinator (M Nhagan2002)

To

Cc

Subject

Content

http://frodo.aspensys.com/NN/st

Start | Internet Explorer | Word | Excel | PowerPoint | Outlook | Firefox | Chrome | Safari | Mail | 10:08 AM

Section 3: Changing User ID and Password

Screen 1: To add a new center administrator, editor, or user, or to edit an existing user ID or password, click “**Center User Management**” on the navigation bar. This will take you to the Center User Management page, where you can add or edit center user information.

http://nnrefdev/NN/start.nsf/bizplan?OpenForm&PageUniqueID=6A4D8CBD0E5F1C6A85256D66005E8886&ses - Microsoft Inte...

File Edit View Favorites Tools Help

Address -5QCvXN41.510643167772919494&CenterUniqueID=C7C756581D28A739852566240067B23F&ck=FairNet,%20Inc.~AK&request=edi Go

Homes & Communities
U.S. Department of Housing and Urban Development

Center Profile

Center User Management

[Click to add new center user](#)

Click below to edit or view an existing Center Administrator, Center Editor, or Center Viewer.

Role	Name	Created
Center Administrator	Cindy Smith	07/17/2003 01:12:33 PM
Center Viewer	Tony Moore	07/21/2003 03:42:11 PM

Help on Navigation

Expand All Collapse All Refresh

Center User Management

Send E-mail Message

START Home/Logout

Current User Information

http://nnrefdev/NN/start.nsf/center_user?OpenForm&sessionId=NNRV-5QCvXN41.5106431677729194946406F206F00 Local intranet

Start

7:50 PM

Screen 2: To add a new center user, input the correct user information and click “**save**” and “**close.**” The information will be saved to START for easy access by a center administrator. Only a center administrator is allowed to add/update user ID and password information for the Neighborhood Networks center.

Center Ridge Townhouse Square Neighborhood Networks Center FY: 2009 - 2011

Center User Management

Save Close

State AL

Center Name Center Ridge Townhouse Square Neighborhood Networks Center

Phone

Contact Email

User Name

Password

Re-type Password

Role Center Viewer

Memo

Current User Information
User Name Youqi Ma
User Role START Administrator

Screen 3: To edit existing center user information (center administrators only), choose the user of interest and click on the corresponding link. This link will take you to the Center Administrator Management page, where the necessary information can be updated and then stored by clicking “**save**” and “**close.**” The information will be saved to START for easy access by a center administrator. Only a center administrator is allowed to add/update user ID and password information for the Neighborhood Networks center.

FairNet, Inc. FY: 1996 - 1997

Center Administrator Management

Save Close

State AK

Center Name FairNet, Inc.

Field Office Atlanta Office

HUD Region Q3

Contact Email cindy@yahoo.com

User Name Cindy Smith

Password *****

Memo updated xx/yy/xx

Current User Information
User Name Youqi Ma
User Role START Administrator

Section 4: Exiting START

Screen 1: You can keep track of the section you are working on by checking the “done” box and clicking “save” at the bottom right-hand corner of each START section when you complete the section. Before exiting START, you should always click “save” to ensure that all of your input is saved and not lost. After either refreshing the screen or returning to the system, you can determine where you stopped in the START process by locating the white check marks on the navigation bar next to the completed START sections. Yellow check marks denote sections not requiring manual input of information.

The screenshot displays the START web application in a Microsoft Internet Explorer browser window. The address bar shows a URL from nnrefdev. The left sidebar, titled 'Homes & Communities Center Profile', lists various sections: Introduction to the START Tool, Starting the START Process, Who Are You Going to Serve?, Program Planning, Marketing and Outreach, Organization and Management, Planning for Center Operations, Budgeting and Fundraising, Business Plan Reports, and Assessment and Evaluation. The 'Starting the START Process' section is expanded, showing sub-items like Business Plan Timeframe, Your Mission Statement, Benefits to Stakeholders, Identify Community Resources, and Staffing Resources, all marked with white checkmarks. The 'Who Are You Going to Serve?' section is currently active, with sub-items Property Demographics, Center Demographics, Identify Residents' Interests, and Resident Survey Summary. The 'Identify Residents' Interests' item is highlighted with a yellow background. The main content area asks 'Who are you going to serve? Who is the "target market?" (check all that apply)' and provides checkboxes for 'Residents of the Property', 'Community residents', and 'Other'. Below this, it asks for demographics and provides instructions on where to find data. At the bottom, a navigation bar contains buttons for PREVIOUS, NEXT, PRINT, SAVE, and a 'Done' checkbox, which is circled in blue. The status bar at the bottom shows the time as 8:04 PM.

Screen 2: Once you have saved the business plan information in START, you can log out of START by clicking “**START Home/Logout**” on the navigation bar.



Screen 3: The “**START Home/Logout**” link will log you out of the system and take you back to the Neighborhood Networks START Business Plan Management System page and START homepage.

